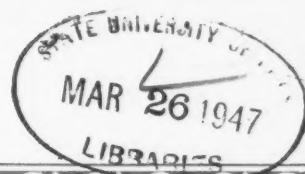


Sierra Educational News

Official Journal of California Teachers Association



Important March Education Dates

American Association of School Administrators. Atlantic City; 1-5.

California Conservation Week; 7-14.

Association for Supervision and Curriculum Development. Chicago; 23-26.

Western College Association. Redlands; 29.

California Association for Health, Physical Education and Recreation.

Santa Cruz; 31-April 2.

California Elementary Principals Association. San Diego; 31-April 2.

Association of California Secondary School Principals. Los Angeles; 31-April 2.

National Conference on Veterans Education. Chicago; 31-April 3.

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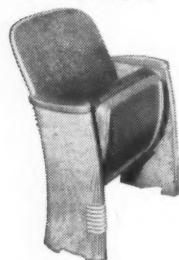
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Complete, detailed, itemized contents of each issue are given in the cumulative Index of this magazine, published annually.



MARCH of 1866 had *two* full moons; so did January of the same year, yet February had *none*. All of which adds up to a phenomenon that will not occur again for approximately 2,500,000 years.

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MARCH birthday roster includes four presidents. Can you fill in their real names? "Old Hickory" () was born on the 15th; "The Father of Our Constitution" () on the 16th; "The Veto President" () on the 18th; and "Tippecanoe and (), too" on the 29th.

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LITERATE Iowa—99.2% of 2¼ million population—highest rate of all states belongs to Iowa where tallest corn in the world grows to help yield an agricultural income equal to an industrial one.

RAPIDLY becoming as popular as **LASSIE COME HOME** is the new dog story, **BONNY'S BOY**, by F. E. Rechnitzer. Canine protagonist this time is a cocker spaniel, but the illustrations again are by Marguerite Kirmse.

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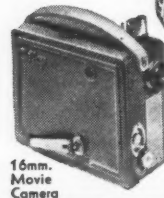
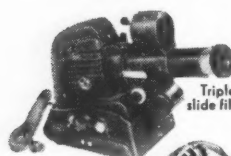
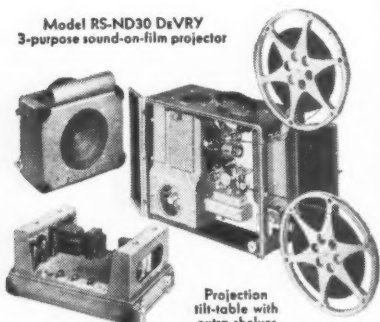
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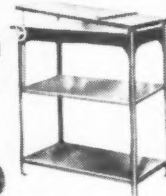
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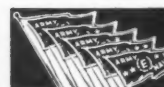
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VOLUME 43

MARCH 1947

NUMBER 3

HOW A BILL BECOMES LAW

A BRIEF ACCOUNT OF THE STEPS BY WHICH A BILL, INTRODUCED INTO THE STATE LEGISLATURE OF CALIFORNIA, BECOMES A LAW

By Roy W. Cloud

Editor's Note — In response to frequent requests for a somewhat detailed discussion of the method by which a bill becomes a law in the State Legislature of California, the following synopsis has been prepared.

1. The California Legislature is made up of two divisions:

A. The Senate, or upper house, is composed of 40 Senators elected at large from Senatorial districts. One or more counties may form such a district. A county can have only one Senator. Each Senator is elected for a 4-year term.

B. In the Assembly or lower house there are 80 Assemblymen. Each is elected for a 2-year term. Assembly districts are fixed on a population basis. Several counties have more than one Assemblyman. Los Angeles County has 32 Assemblymen. Assemblymen are elected by the electors of their districts.

2. The Legislature meets in the State Capitol at Sacramento. The regular sessions have been held during each odd numbered year and begin at 12 o'clock noon on the 1st Monday of January. Beginning 1948 the Legislature will meet annually.

3. The Lieutenant Governor calls the Senate to order¹ and after prayer by the Chaplain proceeds with the regular order of business.

1. The hold-over members (1/2)

1. At the 1945 session, due to the absence, because of his resignation, of the Lieutenant Governor and also of the President pro tempore of the Senate, because of his election to another office, the ranking Senator called the Senate to order. Such a situation, of course, rarely occurs.

are called before the rostrum and given the oath of office.

2. New members are called, they present their certificates of election and are then given the oath of office.

3. The officers, — President, Chief Clerk and Sergeant at Arms, — are elected and qualify by taking the oath of office.

4. The session may then begin.

5. In the Assembly the session is called to order by the Chief Clerk of the preceding session. Prayer is then offered by the Chaplain of the preceding session.

The 80 members are then called by Counties to the rostrum, where they present the certificates of their election. They then take the oath of office before the Chief Justice of the State Supreme Court or before some other State official competent to administer such an oath.

The following officers are then elected:

- a. The Speaker.
- b. The Chief Clerk.
- c. The Sergeant at Arms.

The session then begins its work by

1. Notifying the presiding officer of the other house that the Assembly has been regularly organized.

2. A joint motion is then made to notify the Governor that the Legislature is in session and ready to receive him.

3. The Governor, escorted by a Committee from the Senate and Assembly, proceeds to the Assembly Room, where both houses are assembled, and presents his message.

4. Both houses are then ready to consider the business of the State.

Various Proposals

1. There are 5 classes of measures.

They are:

1. Bills (if enacted they become State laws).

2. Constitutional Amendments.

3. Concurrent Resolutions.

4. Joint Resolutions.

5. House Resolutions.

2. Introduction of a bill.

1. It is prepared by the Legislative Counsel or by someone skilled in the preparation of bills.

2. It is introduced by a member of the Assembly or of the Senate.

3. A bill introduced in the Senate is known as Senate bill or S.B.

4. A bill introduced in the Assembly is known as an Assembly bill or A.B.

3. Progress of a bill.

1. When the bill is in proper form the Sponsor sends 3 copies to the desk of the house in which he is a member, where the title of the bill is read and where it is given a number.

(The Constitution requires that a bill must be read 3 times — once on each separate day.)

2. In the Assembly the Speaker sends the bill to the appropriate committee.

3. In the Senate the Lieutenant Governor, who regularly presides over the upper house, or the President pro tem, sends the bill to the Rules Committee, for further committee assignment. After committee assignment the bill is placed upon the 1st reading file.

4. The bill is sent out for printing and then given to the Secretary of the Committee or to the Chairman of the Committee to which it has been assigned.

5. The author of the bill arranges for a date for hearing the bill.

6. Interested parties² are notified of the time, place and date of hearing.

2. "Interested parties" are those who have indicated a desire to be notified or appear at the hearing. It is not to be assumed that the committee will take the responsibility of searching out "interested parties."

7. The bill is presented to the committee and explained by the author or by the person or group responsible for its introduction.

Committee Action on Bill

8. The committee chairman then calls upon those who favor or oppose the measure and after discussion, on motion it is:

a. Sent to the floor with the recommendation "Do Pass."

b. Sent to the floor without recommendation.

c. Sent to the floor as amended and recommended "Do Pass."

d. Amended in committee and held in committee for further action.

e. Held for further consideration.

f. Tabled.

g. If the bill requires an appropriation it is sent with or without recommendation to Ways and Means Committee in the Assembly or to the Finance Committee in the Senate.

h. If the bill does not receive a majority vote, it is returned to the secretary of the committee, who places it "in the box," where it remains until called for by its sponsor for further consideration.

Many bills are amended in committee. Amendments are prepared by a member of the committee either on his own initiative or on request of a proponent or opponent of the measure.

9. The bills which receive the "Do Pass" in Committee are sent to the floor. At the reading desk they are on Second Reading file. The title is read with notice of the committee action and the bill goes on Third Reading file — at the bottom of the file.

10. Regular order of procedure then is followed. Each bill on the Third Reading file is considered in the order of its receipt from the committee. The author is called upon to explain the bill. He does so and gives all necessary explanation. Debate then follows, after which the "question" is called and a vote taken and recorded.

11. In the Senate the roll is called and each Senator votes "Aye" or "No."

12. In the Assembly, roll-call is held on an electrically-controlled board. "Aye" votes are recorded by a green light. The red light signifies a "No" vote. If a majority of the members vote favorably, the bill is passed to the other house, where it receives similar action to that taken in the branch where it originated, except that it holds its original number.

13. Most bills require a majority vote only. Constitutional amendments, appropriation and urgency bills require a 2/3 vote of the membership of each house.

14. After passage a bill is carefully examined and engrossed and is signed by Secretary and President of the Senate and by the Chief Clerk and Speaker of the Assembly. It is then specially printed.

15. The bill as engrossed is placed upon

the Governor's desk. The Governor may:

1. Sign the bill.

2. Veto the bill.

3. Allow the bill to go unsigned for 10 days, at which time it becomes law without his signature.

4. Bills passed within 10 days of adjournment may be considered for 30 days after adjournment. The Governor may sign such bills; if he fails to do so a bill is pocket-vetoed.

Acts passed by the Legislature become the law of the State 90 days after adjournment of the Legislature.

However, Urgency measures, which must be passed by a two-thirds vote of each house, become law as soon as they are signed by the Governor and filed with the Secretary of State.

Acts calling elections or providing for tax levies or for appropriations for current expenses become effective immediately after being signed by the Governor and filed with the Secretary of State.

This discussion does not outline the procedure by which a bill may be amended. Neither does it explain the procedure by which the Governor's veto may be "sustained" or "over-ridden." Procedure known as "The Call of the House," used when a bill is being voted upon, is not explained.

* * *

LEARNING WORDS

A Plan for Increasing a High School Student's Vocabulary

My Mabel Myers, Teacher, Taft Union High School, Kern County

THIS is my general plan for teaching any words in their context, but I will illustrate it by a description of what I do each month with the 120 words listed in the special high school edition of Reader's Digest.

Each student is provided with a mimeographed sheet containing 120 numbered spaces. Using the ingenious chart provided by the magazine, he finds the word in its context and studies the passage carefully.

Then he selects from the list of definitions provided by the magazine the one that he thinks fits the context. In the corresponding space on the mimeographed sheet, he writes the letter that precedes the definition.

When he has listed 120 letters on his mimeographed sheet, he checks with the key provided by the magazine and makes necessary corrections. He then writes with ink on theme paper the word, the defini-

tion and an original sentence to illustrate the meaning of that particular definition. I grade his paper and return it to him. Then he studies for the contest.

I list the names of all students in the class and call on them in turn, being sure to give each the same number of turns. First I pronounce the words, asking students to define them; then I give the definitions, asking the children to pronounce the words. For each correct answer I give the pupil a score, tabulating by fives. At the end of the period I read the scores.

When I know that the meanings and pronunciations have been mastered, I permit the 5 highest-ranking students to compete for A, while the rest keep score. The runners-up in this final contest receive B; students with scores below the 5 highest receive C or D, according to their achievement.

Theoretically, a pupil should compete with his own record, not against other pupils; supposedly, his ego is wounded if he finds out that others are brighter than he is. Is his ego wounded when he finds out that other children are stronger physically than he is? Some egos are wounded in every type of contest, but one of the first lessons for a child to learn is tolerance toward the Gunga Dins of his acquaintance.

A healthy acceptance of another's superiority wounds no healthy ego, provided that the superiority is proved in fair competition.

THE PRINCIPLES OF FAIR PLAY AND GOOD SPORTSMANSHIP CAN BE APPLIED TO CLASSROOM CONTESTS AS WELL AS TO FOOTBALL; AND THE HERO-WORSHIP OF SCHOLARS IS QUITE AS SINCERE AS THAT OF ATHLETES.

IN free-for-all contests lazy students with latent ability often surprise themselves and win the respect of their more studious colleagues; on the other hand, high-ranking students are put on their mettle and required to defend their titles or lose them.

* * *

MILTON BRADLEY ART CONTEST

A BOARD of 5 nationally prominent art editors will select the winners on March 14 in America's greatest art competition for elementary school pupils, the America the Beautiful crayon contest.

Thousands of entries from all over the country have been received by the contest's sponsor, Milton Bradley Company of Springfield, Massachusetts. School children from kindergarten through the 8th grade have submitted original crayon drawings in competition for 9 national and 423 State awards; \$500 government bonds to each of the 9 national winners and bronze plaques to State winners.

California Association for Health, Physical Education, and Recreation

By Anna S. Espenschade, University of California, Berkeley:
President of the Association

THE CAHPER is the largest organization in California devoted to a special educational field. The membership is composed of those persons actively engaged in health, physical education, or recreation, at all age levels. There were approximately 1600 members on January 15, 1947. It is expected that this number will increase by several hundred before the end of the fiscal year.

The aims of the Association are to promote professional cooperation, protection and advancement. Evidences of professional cooperation may be seen in the smooth working together of many individuals with similar interests within the same State organization. It is even more clearly shown in the fine relationships with other organizations, as the CTA. The CAHPER is directly affiliated with the Southwest District and American Association for Health, Physical Education, and Recreation, and with National Education Association.

The interests of the CAHPER membership are protected through active local, sectional and State committees which study needs, remain active and alert to civic and State legislative programs which may affect the professions represented in the Association, and promote desirable practices and procedures. The Association works closely with the Division of Health and Physical Education in the State Department of Education in striving to raise standards and improve programs in these special fields.

The CAHPER strives toward professional advancement by issuing a News Letter 4-6 times yearly, by sponsoring State and Section conferences, institutes and workshops and by carrying on research on special problems. The production of professional literature by members is actively encouraged.

The organization of the CAHPER is democratic throughout. Membership is through local units, formed in all areas where 10 or more individuals can meet. (Persons not located near an active unit may join the State association directly by applying to the secretary.) Each unit elects its own officers and conducts its own affairs, with help given as needed by section and State organizations.

Sections of the Association which follow approximately the CTA Sections are formed. As might be expected, the Southern and Bay Sections are the largest and best organized. Both of these Sections conduct annual day conferences, arrange local institutes and study special problems.

The Central and Northern Sections have a smaller membership and are distributed geographically more widely. Occasional meetings are planned.

Each local unit sends delegates to the Representative Assembly, one delegate for each 25 members. This Assembly elects State officers, amends the Constitution, passes on business referred to it by the Executive Committee or initiates new business, as desired.

The Representative Assembly meets annually at the time and place of the State Conference. Interim business is conducted by the Executive Committee, which meets at the call of the President, usually four times a year. The Executive Committee is made up of the officers, standing committee chairmen, representative to CTA, and editor to the Journal of Secondary Education.

During the war years, no State conference was held and many CAHPER members served in the Armed Forces. Last year it became possible to again hold State meetings, so the CAHPER did so.

THIS YEAR, THE SECOND POST-WAR CONFERENCE WILL BE HELD IN SANTA CRUZ MARCH 31, APRIL 1 AND 2. AN EXCELLENT PROGRAM OF GENERAL AND SPECIAL SESSIONS, LUNCHEON AND DINNER MEETINGS AND DISCUSSION GROUPS IS BEING PLANNED UNDER LEADERSHIP OF DAVID SNYDER, OAKLAND PUBLIC SCHOOLS, CONFERENCE CHAIRMAN.

The California Recreation Executives Association is cooperating with the CAHPER in planning meetings. Roy Sorenson, San Francisco YMCA, will speak on Principles and Priorities in Recreation. Messrs. Leo Calland, Edwin Howell, Harry Stoops, Arvid Pauley and James W. Barton have been arranging sections on rural recreation, recreation in small cities and towns, cooperation between school and community recreation, and the like. A fun night for all who attend the Conference will show adult social recreation at its best.

In the field of health education, Dr. Dorothy Nyswander, University of California, will speak. Problems in school and community health will be discussed, uses of socio-drama will be explored and valuable health films will be shown. Mrs. Cecyl Nelson Havelin, Dr. Elizabeth Kelley, Dr. Bernice Moss and others are working to make these meetings a success.

The objectives of physical education and proper placement of emphasis and activities will be considered for nine different age and sex groups at special sessions scheduled under the direction of Mrs. Maud L. Knapp, Stanford University. Special interests such as boys athletics, interscholastic coaching, girls athletics, dance and camping will each receive consideration. Problems of teacher training will be discussed.

Research studies in health, physical education and recreation will be presented at a section meeting organized by Dr. Pauline Hodgson,

University of California.

An all-Conference luncheon, with Dr. J. F. Williams as speaker, will be held on the last day.

The national convention of the AAHPER will be held in Seattle, Washington, the week of April 21. The CAHPER hopes to be well represented at these meetings, to contribute actively to the national organization and to bring back helpful information and ideas to its own membership.

THE membership on the Executive Committee for 1946-47 is as follows:

President—Dr. Anna Espenschade, University of California, Berkeley 4.

President-Elect—Howard Bell, 735 South Wilton Place, Los Angeles 5.

Junior Past-President—H. A. "Hack" Applequist, 2001 Seventh Avenue, Sacramento 14.

Secretary—Verne S. Landreth, 1005 Black Building, 357 South Hill Street, Los Angeles 13.

Treasurer—Ethel Tobin, 301 Hall of Records, Fresno 1.

Vice-President for Health—Cecyl Havelin, 311 State Building, Los Angeles 12.

Vice-President for Physical Education—Maud Knapp, Stanford University, Palo Alto.

Vice-President for Recreation—Leo Calland, 702 Civic Center, San Diego 1.

President, Bay Section—Marie Nogues, Mills College, Oakland 13.

President, Central Section—Margaret Cann, County Schools, Madera.

President, Northern Section—Norma Prince, Sacramento College, Sacramento 14.

President, Southern Section—Genevieve Dexter, Excelsior High School, Norwalk.

Chairman, Legislation—Ivan Hill, City Schools, Richmond.

Chairman, Membership—Margaret McKee, 1860 La Loma Street, Pasadena 2.

Chairman, Professional Advancement—Dr. Ned Johns, State College, San Diego 5.

Chairman, Publications—Beth Hightower, Sacramento College, Sacramento 14.

Chairman, Public Relations—S. S. Winans, 516 Washington Building, 311 South Spring Street, Los Angeles 13.

CTA Representative—David Snyder, 1025 Second Avenue, Oakland 6.

Editor, California Secondary School Journal—Louise Cobb, University of California, Berkeley 4.

Graduate Fellowships

STARTING Sept. 1, 1947, for experienced teachers who desire to become special teachers in the following fields:

Deaf; Hard-of-Hearing; Blind and Partially Blind; Cerebral Palsied; Mentally Retarded.

Five fellowships, worth \$1200 each, are offered by California Congress of Parents and Teachers.

Candidates must hold an AB degree or equivalent and must have had at least 2 years of successful teaching experience.

Priority will be given those applying before April 1.

For application blanks write to Mrs. W. B. Phillips, 1918 Woolsey Street, Berkeley, California.

TEACHING ON THE LAST FRONTIER

By Clare Wentzel, Teacher, San Francisco

I'VE had that exciting adventure of teaching on the Last Frontier. I've been out where the West begins, out where there are ghost cities, old mining camps, howling coyotes and endless stretches of dirty, hot sand. My little red school-house was 125 miles off the beaten track, out where Death Valley meets the great Nevada Desert.

Here I found a tiny, wind-swept community where the inhabitants lived mostly in huts and dilapidated ancient cabins.

Upon my arrival I discovered they had reserved a 3-room desert mansion for me. The would-be frame house was practically unfurnished. The few pieces of furniture I found in it were relics of the Gold Rush days.

In the big old-fashioned kitchen I discovered two home-made tables; a couple of wobbly chairs that badly needed repairing and painting; an ancient Puritan kerosene stove, operating on one cylinder, and a grandmother's cupboard, bare of pots and pans.

Several weeks later, when the weather started to turn colder, I was supplied with a second-hand Superflex fuel-oil burner. All I now needed was a radio and I could have broadcast a fireside chat.

The pre-Civil War parlor boasted an antique desk, a Whistler's rocker, and a Wedgewood No. 212 stove which probably hadn't been used since the 1906 Gold Rush days. Behind the door I found a rusty gas-heater which might have asphyxiated me if I could have used it, but I had no gas for its use.

I had to refurnish the bedroom, for the bed and mattress were beyond redemption. I casually asked the principal, who had lived on the desert for a quarter-century or more:

"Don't you think we could locate a better bed and mattress, somewhere?"

"Sure," he drawled, "come on, we'll find something in one of the deserted cabins around here."

So out of the junk-piles we resurrected what I called "Little Egypt," an antediluvian iron bed with antiquated rusty springs, a real antique, as old as Methuselah, I know, for the hieroglyphics on the boards told me that.

However, the mattress, though dusty and dirty, was all in one piece. A kindly neighbor gave me clean sheets, a pillow (probably filled

with chicken feathers), and a couple of cotton blankets. But, a month later, she asked for the return of the blankets. In desperation I borrowed an old sleeping-bag and had visions of zipping myself into it each night, but finally decided to throw it over the bed and use it as a blanket.

My dwelling boasted one of the few bathrooms in the village. But the tub looked as if someone had been panning for gold in it. No amount of scrubbing would ever make it look white and spotless again.

I was fortunate indeed in not having to contend with outside plumbing, but there was one hitch. I had no running hot water. The water-heater operated with flamo and there was no flamo dealer in town. But at that, a cold plunge was better than having to take a bath outside in an irrigation ditch. Anyway, the portable Sears-Roebuck bathroom stove kept me fairly warm during these icy dips in the bath tub.

Thirty-four eager eyes greeted me on my first day of school. Somehow or other, as I looked the classroom over and noted the tattered clothes, uncombed hair and general ruffled appearance of my barefooted pupils, a great wave of sympathy came over me, for here indeed were children who had to be taught more than the three R's. These youngsters, white, Indian, and Mexican, came from the homes of frontiersmen and itinerant families. They needed special attention and in some instances comfort and mother love.

On the very first day of school several students decided to test out the new teacher. Several walked up and down the aisles on one pretext or another. One child even started to dash out the door and when I protested he cried out,

"Well, teacher, when you have to go, you have to go, don't you?" What could I say?

My schedule called for 44 lessons to the 4 upper grades in a 6-hour day. I learned to be more speedy than a PT boat out on maneuvers.

There was never a dull day in the schoolroom, for the unexpected was always happening. One day a 7th grader was playing with a rope, evidently trying to imitate the Lone Ranger. Before I had an opportunity to caution him to be careful and not to play during school hours, he lassoed one of the younger pupils and was pulling the rope tight around the lad's neck. Tears started streaming down the child's cheeks before I could get the rope loosened. In desperation I cried, "Get a knife, quick." Luckily someone had a pocket-knife handy and in a jiffy he cut the rope in two.

Until I put a stop to it, someone was always

"cookin'" on the school stove. One day it was rubber-bands, another time cough-drops, and once I even found red and green crayons running down in a melted mass along the stove-pipe.

One afternoon I noticed a 6th grader playing with bullets, so I quickly took them away before he had a chance to play commando and throw them into the fire burning in the stove just behind his desk. I'm sure he would have thought it quite exciting to do a little "bombing."

One of the Indian boys brought some animal smoking-powder to school one morning and almost smoked out the teacher. After opening the windows and clearing away the smoke-screen, I noticed a girl playing with an old fountain-pen. Just as I walked down the aisle past her desk she released the spring and ink splashed over my yellow print dress. Before I could even utter a word of protest she thundered, "Well, why did you get in the way?"

I had had difficulty with this girl before, so I just decided to ignore the incident until after school hours, when I would talk to her parents. That evening I wandered down a side road (the village had no sidewalks), to a 3-room cabin where the family of 5 lived. Upon entering I found the mother deathly ill, lying on a ragged bed surrounded by filth and foul smells. The father spoke to me in broken English, "My wife, she have cancer. Doctors can't help."

In view of the tragedy that the home presented I could easily see why the daughter was high-strung, nervous and overly-temperamental. As I left I made a mental note to give her extra sympathy. She certainly needed it, for a short time later the mother passed away.

At Thanksgiving I asked for original letters, stressing the fact that I wanted something different in each and every letter, for often one pupil would copy from another. Here is what one of the brighter boys wrote:

"Dear Skid:

"I'm in Honolulu. Jump into your rocket plane and hop over to my house for Thanksgiving dinner. We are going to serve ostrich this year instead of turkey."

Funny things often happened. One small boy solved the singular and plural grammar problem by handing in the following:

Singular	Plural
deer	reindeer
colt	horse

School-teaching and lesson-plans kept me very busy. It is a good thing it did, for the village boasted only one general store, which sold an assortment of meat, drugs, and groceries. The meat came in from a nearby town, all cut and wrapped and marked. You usually bought it

sight unseen and hoped for the best.

I was indeed glad that my distant friends didn't try to reach me by telephone, for there was only one country line phone for the entire community. It was located in the general store, practically over the pickle-barrel.

The village had a small one-room post-office next to the grocery store. Two gas-stations were still operating, the others had closed.

There was one restaurant. It was fixed up quite homey. I think it had been built from an old city street-car or perhaps from a former railroad dining-car. It seated all of 12 people. The cook, who was also the owner, came and went at irregular hours, so one never knew just when meals would be served.

A lonely church stood at one wind-swept corner. The minister, who used to drive in from a distant town, came now only for funerals.

There was no theater. The only place for a get-together was at one of the 4 bars, which did a most flourishing business.

There wasn't a laundry within a hundred miles. I spent most of my Saturdays wrestling with bed-sheets and soiled linen, trying to wash in a small dish-pan. I had never laundered anything larger than a silk "nightie," so it was quite an experience swinging a sheet over a wire clothes-line.

YES, it was quite an adventure teaching on the Last Frontier. The song, "School days, school days, dear old golden rule days," really brings back memories to me. Maybe some day I'll go back and enjoy again the quiet splendor of a big yellow moon hanging high in a blue heaven, studded with twinkling stars, and uninterrupted by the glare of city electric lights.

Malcom P. Murphy (left) of Sacramento, and Leland M. Pryor (right) of Pasadena, are the two NEA State Directors for California. Mr. Pryor, also Vice-President of California Teachers Association, is the senior Director.



THE TEACHER SALARY PROBLEM FOR 1947-48

By Guy H. Jaggard, Bakersfield, Chairman, California Teachers Association State Committee on Salary Schedules and Trends.

THE following factual material is offered to boards of school trustees, school administrators, salary committees and others concerned with the setting of teachers salaries for the coming school year, 1947-48.

On November 5, 1946, the people of California registered eloquent testimony of their concern over the critical shortage of teachers and their belief that the supply of teachers will continue to remain inadequate unless teachers are paid an income commensurate with their professional services.

By a tremendous vote of 3 to 1 the people approved Proposition Number 3, providing for increased State support for public schools on a basis of \$120 per pupil, from the kindergarten through junior college.

Throughout the entire campaign preceding the election, chief emphasis was placed upon the urgent need for Better Salaries. *The hope was universally expressed that adequate salaries, comparable on all school levels, would be established.*

COST-OF-LIVING

Many district school boards have earnestly endeavored since 1939 to make salary adjustments for the increased cost-of-living. In most cases these adjustments have been woefully inadequate.

California Teachers Association in 1946 made a thorough survey of the cost-of-living as it affects the economic status of teachers. The CTA report, issued in March 1946, revealed that the cost-of-living, based on the reliable data of the Bureau of Labor Statistics, was up 33%, using the average for 1935-1939 as 100%.

It is of stark significance, in the light of this increase, that only a few salary schedules prevailing this year, 1946-47, show the same percentage of increase over prewar salaries. Since the study was made the picture has become still more gloomy, because salaries set in the spring of 1946 naturally took no account of the sharp increase in the cost-of-living during the past 6 months. The cost-of-living index at the close of 1946 was 153, or 20 points higher than that of last spring.

As a result of the wide difference between increases in the cost-of-living and the increase in their salaries, teachers during this

school year have experienced the most difficult financial stringency of any year since the war began.

ECONOMIC POSITION OF THE TEACHER

During the war years industrial workers fared much better than teachers from the standpoint of increased earnings. This was revealed in the above-mentioned CTA study of last year.

A recent study, reported in United States News of December 27, 1946, states that full-time earnings of industrial employees have increased 79% since 1939, while those of teachers increased only 31%.

Typical of increased incomes for workers in commerce and industry is the case of the Los Angeles meat-cutters as reported in Los Angeles Times of December 25, 1946. The meat-cutters returned to work on a new contract which raised their weekly pay from \$60 to \$91.

WHAT FACTORS SHOULD DETERMINE NEW SALARY SCHEDULES

1. Salary schedules prepared this year should be new and not arrived at merely by adding \$100 or \$200 to old schedules. The latter will not attract qualified young people into the teaching profession. Indeed even now, one out of every four teachers in California is serving on an emergency or sub-standard credential. The number of young people in our teacher-training institutions preparing for careers in our schools is so pitifully small that the outlook for the future is bleak.

2. In preparing a New Salary Schedule several objectives should be regarded as of fundamental importance. These include the following:

a. The schedule should be one which will attract young people of outstanding ability into the profession and to encourage capable teachers now with emergency credentials to take more training and continue in the profession. This may be accomplished only by providing for continuing increases, which rapidly advance a teacher who remains in service, to a professional salary bracket.

This cannot be accomplished by providing for small increases each year.

b. The schedule should give the teacher with superior qualifications a salary commensurate with those qualifications.

c. A new schedule should provide for more than 50% increases over prewar sched-

ules. Otherwise there will be no just recompense for the increased cost-of-living.

SPECIFIC SUGGESTIONS AS TO SALARIES

COMPETITION among school districts of California for teachers, already keen, will be accelerated when the full impact of the high birth-rate is felt in the schools.

Districts which lag behind in the establishment of their salary schedules will necessarily lag behind in their effort to staff their classrooms.

It has been definitely indicated that teachers salaries for next year should average between \$3,000 and \$3,500 for the whole State, with averages in many districts reaching more than \$4,000.

Indeed, several districts are contemplating schedules for classroom teachers which go up to maxima of \$4,500 and \$5,000.

Naturally the question arises as to where the money is to be obtained to pay these increased salaries. In most districts money will be provided by increased State support guaranteed by Proposition Number 3 and the Apportionment Bill which will be considered at the present session of the State Legislature.

This bill, it is now indicated, will be so drafted that no elementary district will receive an increased apportionment of less than \$600 per teacher unit of 25 pupils—and many will receive increases much larger than that.

Equalization provisions of the bill, allotting more money to districts of low assessable wealth, will assist these types of districts in meeting their new salary obligations.

An explanation of the proposed Apportionment Bill was published in the January 1947 issue of Sierra Educational News. No doubt there will be some changes in the proposal as explained therein, but basically it is safe to predict that the bill, when finally approved, will make possible the salary increases which are so necessary to the very life of the California public school system.

Each and every school district is an individual fiscal problem. The application of the Apportionment Formula varies in each instance.

Those needing assistance in computing State Aid should consult their County Superintendent or communicate directly with the State Department of Education, State Library and Courts Building, Sacramento 14.

In the meantime it is certain that every elementary school district is assured increased income sufficient to insure materially increased sal-

aries and that high school districts generally should have an increase in State Aid next year.

RANGE IN THE SALARY SCHEDULE

Keeping in mind that a differential should be made on the basis of separate classifications by virtue of training and preparation, it is generally agreed that the range from minimum to maximum should be at least \$1,000 or \$1,500.

It is regarded as good practice for a salary

committee to be composed of teachers, administrators and board members.

ALL persons interested in salary schedules should be made aware that serious consideration is being given to a State-wide minimum salary schedule beginning with a salary of \$2,400 with 12 annual increases with a salary at the end of the sixth year at a minimum of \$3,000, the final maximum to remain at the discretion of the local governing boards.

A Letter on Teacher Recruitment

To the Editor
Dear Sir:

2030 Augustan Avenue
Santa Rosa

TEACHER strikes, threatened and actual, are pointing up the threat to national free education. The spotlight thrown on teaching in the recent campaigns for better salaries gives us the chance of our lives to improve the status of teaching by changing the public attitude toward teachers.

The heroes and heroines of the schoolroom have been too long obscured by spectacles and chalk dust. Let's launch a campaign to highlight the advantages of becoming a teacher and to prove that teachers are real people.

Deliberately, we can obliterate the picture of the dried-up spinster with a pointer in her hand, and substitute a man as capable and adventurous as a Marine and a girl as charming and whistle-worthy as a WAC or WAVE.

If ever a time existed when teachers as the salesmen of learning are Defenders of Freedom, this is that time.

The organized efforts to develop the less useful attributes of humanity are too obvious to need elaboration. To teach every boy and girl to develop the best of his inborn talents is the prime objective of every true teacher. Upon that premise we have built our whole nation and hope for the future. Such an undertaking can only be sparked by men and women of fire and vision.

Definite steps have proved successful in meeting other problems nation-wide in scope, such as arming for a war. The war against ignorance has been going on so incessantly that we may be forgetting how powerful the enemy is. Many have slipped into taking public education for granted, like the rising and setting of the sun. When the significance of teaching is recognized on as wide a scale as it was in the days when a boy had to walk miles through sleet and

snow to learn to read and write, the profession will be more adequately staffed and more fairly paid.

Following are some of the means which would help to put teaching on the high level it must occupy if we are to realize our dream of freedom for all:

1. Some publishing house might be induced to offer a prize for the best novel glorifying teaching. The profession could profit by a book of memoirs, such as the medical profession had in the "Horse and Buggy Doctor" and its followers. Surely, there is a teacher with the sense of humor to do a present-day book like Myra Kelly's "Little Citizens." Public opinion to the contrary, a teacher's life is full of adventure and wide-open to amusing and philosophical comment.

2. Hollywood might give an award for the movie that showed to best advantage teaching in its happier aspects. The current version of Owen Wister's "Virginian" does not make Molly Stark Wood noticeably spineless nor out of touch with life.

3. There could be an amusing series of magazine stories with a teacher as a central character. Hitherto unpublicized lives of great teachers could be written up in popular form.

4. A syndicated newspaper column featuring anecdotes straight from the schoolroom might be fostered by paying a dollar for each joke printed. Hardly a day passes in a schoolroom that something funny does not happen.

5. The country teacher leads a life of peculiar satisfactions. Some retired rural teacher with time on her hands might make a very good thing of a newspaper column, either of reminiscence or direct reporting from current happenings. One who has retired is usually just as interested in children as ever, and more likely to stress the happy experiences than the annoyances common to any calling.

6. Successful and attractive teachers

might tour high schools looking for "recruits." They might employ some of the same band-wagon techniques the Army and Navy have found efficient. The stock quotations about vacation with pay, short working hours, 5-day week, can be expanded to include more constructive facts. The earn-while-you-learn motif, for instance, could be developed along the line of creative hobbies and extension work leading to a higher spot in the profession.

7. A high-grade radio serial, starring a school teacher and stressing the normal human life which she leads, might not only snag a few recruits but change the attitude of some of the lookers-down-the-nose.

8. Railroads and bus lines might be persuaded to give special rates to teachers during vacation, as they did to men and women of the Armed Forces during the war. A man or woman who can say, "When I was there —," has definite advantages over the one who must teach entirely from published geographical data and imagination. The companies would lose nothing, because well-taught children would talk parents into taking trips that might never occur to them without filial prodding.

WE need to bring several points to public attention in all seriousness, without revealing how serious we feel about the whole situation. We can not only raise professional standing but go into the battle against ignorance with colors flying, instead of cringing under the pity of a misguided and uninformed populace. By such a turnabout in our own attitude we can attract the very youngsters who will sense the limitless horizons in education. There is no greater field or one more challenging to a man or woman of courage.

As a tentative goal for the first phase of our campaign we can stress the following points:

1. This nation needs free public schools of a high order to remain strong or make actual the ideals expressed by the founders.

2. The typical teacher is a vital, charming human being, not a caricature nor an unbalanced victim of frustration.

3. The teacher's oath is as binding to the individual as the Hippocratic oath to the physician and as much a source of responsibility whether one remains in the profession or not.

4. Unless we blow up our world we are going to need more education than ever before, and more time to develop individual talents.

5. Teaching offers great opportunity for

leading a dual life — teaching on one hand, and studying or creating on the other. The two parallel occupations enrich and balance each other.

6. Improved methods of destruction make it imperative that we enlarge and expand educational opportunities. Ignorance, the most potent force driving us into the traps of intolerance and fear, can be overcome. The battle is just as tough as any characterized by bloodshed and calls for just as heroic fighters.

7. Our appeal for teacher trainees is even more urgent than previous appeals for defenders of boundaries.

By enlisting the interest and enthusiasm of alumni as well as those still engaged in teaching, and others who know the value and significance of free schools of high quality, we can tap an almost limitless reservoir of influence and strength. This is no time to quibble about precedent or the self-effacement inherent in professional ethics. A new and menacing situation exists, requiring a new and powerful attack. We must attract to the ranks of teachers men and women with enthusiasm, belief in life, and the courage to stand by their guns. By proving that the profession is not hidebound and timorous we will attract the loyalty and originality required.

A vast body of alumni are awaiting the go-ahead signal although they may not know it. Their resources are limitless and within a short time could pull the status of teaching out of the shadows into the sun where it rightfully belongs.

We need not worry about getting a surplus of teachers. The first result of a successful campaign would be greater selectivity in the field. The second result would be better trained parents. It is almost too obvious to mention that parent-teacher understanding bears directly on the fruitful child-teacher relationship.

No one will deny that the basis of democracy is public education. Working on that premise we can enlist the support of every powerful constructive group in the nation to back a campaign for a more appreciative attitude toward teaching. We can turn the full battery of newspaper, screen and radio on the problem and work as great wonders for peace and expanded human development as have in the past been worked for war or political purposes.

The public rises quickly to support Community Chest, Red Cross or relief of foreign suffering. How much more quickly they will back a determined effort to restore the calling of teaching to the position it must occupy if our democratic ideals are to be made manifest.

Whether we speak of Friends of Education or Defenders of Freedom or Protectors of Betty and Jim makes little difference. We could operate on a shoestring with little official set-up even as the secret orders

of learning operated in medieval times. We do not need a strong organization as much as we need the support of strong organizations. The people who could do the most effective work along these lines are not particularly impressed by formalities and labels. The whole machinery for this kind of campaign is set up. It has proven its effectiveness time and again.

WE can make out a list of the facts about teaching which need to be publicized and possibly glorified, and turn it over to interested alumni and others who

know the value of free education and skilled in presenting facts forcefully and attractively. Such a program, properly handled, could attract some of the best minds in the nation. In this period of indecision we might even start a new Renaissance and smother the fears and dreads engendered by recent events.

Very truly yours,

Mrs. D. C. Goodrich

(San Jose State '31;
Classroom teacher 6 years)

TIME TO TAKE STOCK

By M. Evan Morgan, Curriculum Counselor, Santa Monica City Schools

IT is sound practice in good coaching to praise a team in defeat, when self-condemnation is strong; and to criticize in victory, when participants are all too aware of their excellence and need to be reminded of the plays that failed.

The schools of California have been given recently an overwhelming vote of confidence. A guarantee of a minimum salary of \$2,400 to every teacher has been written into the State Constitution, counter to the advice of some governmental experts and in spite of the opposition of some powerful groups. We have a right to rejoice in this proof of our friendship. We must also pause to reconsider our obligations. Leadership carries responsibility as an additional obligation.

It is no admission of failure to acknowledge the possibility of faults. What follows is not an indictment of education nor of educators. The purpose is rather to encourage the attitude of critical self-analysis requisite to improvement. Let's be modest victors and temper our elation with a frank revaluation of our practices.

Let's give more active support to our Parent-Teacher Associations, which we have seen transformed suddenly from a cooperative collection of gentle groups, showing unlimited patience with our blunders, to the most powerful and militant political force in the State when legislation concerned child welfare. Let us acknowledge our dependence on these parent partners to make our task successful. We have been technically trained. Our training enables us to report the child's school progress to his parents. Let's spend an equal period asking for their observations, based on the training of parenthood, in order that we may understand the child better.

The need for stock-taking is not entirely ours. These same parents, who

evinced their confidence in us at the polls in such a concrete way, have a further obligation. With the best teacher that money can hire, it is yet socially unprofitable for 60 parents to turn 30 children over to one teacher and say, "Now we're through. We've provided the best. We can do no more." Effective education is and always will be the result of cooperative effort by home, school, and community.

Let's be modest victors and take immediate steps to cultivate our opponents in the recent election, whether press or business group. We teach their children. They are our potential friends. We need their help to achieve the greatest success in our tasks. Some of them are already making overtures indicating a desire to cooperate.

Let's be honest in seeking the best for our pupils. It is not important that we receive credit for all handbooks or outlines or other helps in use in our schools. If a better help has been devised by an inspired committee from a neighboring school district, let's use it, give credit to the producer, and save our committees for the many other essential tasks. It is as certain evidence of genius to recognize excellence as to produce it. It is probable that the claim that one understands an outline better if he helped to produce it is valid. In most districts only a small proportion of users are producers. In such cases, the claim loses its significance.

Let's justify the security afforded us by tenure, by making certain that it protects only those who are entitled to protection. An ineffectual or unworthy teacher hurts the entire profession. Our

(Please Turn To Page 31)

SECURITY?

By Mrs. Alice Shallenberger, Kingsbury Elementary School, Redlands, San Bernardino County

If the aims of all parents and all teachers could be crystallized, and the intangible goals which each are seeking could be summed up in just one word, I think that word would be Security.

Security — "Freedom from danger, care or fear. Feeling or condition of being safe." How much those words encompass!

A parent will go to almost any length to see that his child is physically secure — that his needs and wants are supplied, and that his environment is as free from danger as is humanly possible.

Yet every thinking parent knows that physical security is not enough, and tries to give the child a background in religious or philosophical ideas which will help him meet those situations which are beyond human control. In other words, he will do all in his power to give the child a "feeling of being safe."

The teacher, too, is attempting to give security through knowledge and understanding of the world. In dispelling not only ignorance, but a narrowness of vision which keeps the world out of focus, a teacher is providing the security that comes as a natural outgrowth of better understanding. By making situations and conditions familiar, by helping a child think clearly, and by getting him to realize his own capabilities and assume the attendant responsibility, the teacher again is trying to establish "freedom from fear."

How well, then, are we succeeding in giving our children this much-prized possession?

That someone is not succeeding is self-evident when we consider the number of delinquents, problem children, "nervous" children who are heading for neurotic adulthood, to say nothing of those unhappy, shy youngsters who escape notice by conformity. Since these problems arise out of apparently normal situations, where both teachers and parents are earnestly trying, what is at fault for the failures?

That question of course cannot be answered glibly, for the causes are many and complex. There is, however, one glaring cause, and that is a lack of "togetherness" between parent and teacher, those people most responsible for the child's environment. While the ultimate goal is the same, differences over immediate goals or methods of obtaining them, are defeating the very ideal both are striving to achieve. Both are trying to get to the same place finally, but

in the meantime, the pulling in opposite directions is literally pulling the child to pieces emotionally.

To achieve an effective program there must be sympathy between the home and the school. No matter how excellent the one, there can be no success unless it supplements the other. Sympathy between the home and school is much more important than many people realize. It is more than mere surface amenities — to the child it is something fundamental. The home, good or bad, is the child's world. It is familiar and safe.

School is the unknown. No matter how much pleasurable anticipation is connected with his first entrance, there is still something a little frightening about this first adventure. Usually, to his delight, he finds school wonderful. It is exciting and challenging and he takes the situation in his stride. This point is crucial in establishing the delicate structure of adjustment, and at this point much of the success lies in the hands of the parents.

It is now their attitude of encouragement and understanding which will send their child forth in confidence, or a lack of understanding which will create chaos. Most parents would hotly deny that they would do anything to hamper growth, but that they thoughtlessly do so is best shown by a few examples.

Johnny comes home full of delight about the things they're doing at school. He has had a good day, and is anxious to tell about the turtle Billy brought to school, and the "poem" they wrote about it. Father is preoccupied; besides, he's tired. Mother has been to club and thoughtlessly repeats some idle chatter about the school. She's not sure just what the criticism is about, or that it's justified, but criticizing the schools seems to be the current fad. Then, too, it does make a topic of conversation for what might otherwise be a boring interlude. Johnny decides against mentioning the turtle.

Then one day Mrs. Smith comes in. She is convinced, and determined to convince Mother, that the schools "aren't teaching the 3 R's." Johnny, playing with some blocks near a sunny window, isn't sure what the 3 R's are, but from Mrs. Smith's voice, he's quite sure he doesn't want any. An uncomfortable feeling comes over him. He's not sure what is wrong, for issues aren't clear at his age, but he knows that things aren't quite so much fun. The first seeds of doubt are being planted, and he's not so sure of his brave new world. His fierce loyalty to the familiar, battles with his pleasure in the new. The sun dims a little. With a sudden petulant push the blocks go over.

Then there's Susie. She looks worried as she says "Mother hasn't any scraps for me to sew, and she says that's not what I'm coming to school for anyway. She says why don't we read like we're supposed to?" Susan's troubled eyes look up to her teacher for reassurance. She continues in a puzzled way, "I took our newspaper home and read to Daddy, but he says that's not reading. He says I just mem'ized it. It is too reading, isn't it?"

MULTIPLY these two examples by the majority of the children in the room, and you will see the anxiety and uncertainty that has unwittingly been created. The reaction may be almost anything, depending entirely upon the make-up of the child involved. Johnny, feeling inadequate and unsure, may attempt to cover up by showing off, or clowning at school. Or the reaction may go the other way, and he may vent his unconscious agitation at home, and Mother will wonder "why she can't do a thing with Johnny." Susie may, after a few more times, refuse to take part in the group activities, and feel that her contributions are of little worth. Yet it would take a discerning parent to see the connection between these two first graders and the Junior High trouble maker and wall flower. The initiative for clearing this fog of misun-

derstanding must come from the schools. A well-defined program of parent education planned not only to acquaint the parent with the subject matter taught, but with an overview of the whole school plan, and the parent's relationship to that plan, is the first step.

When he understands that he has an integral part in that plan, he is more apt to help make it succeed. At least he must be made to realize how much power for good or ill lies with him. This should clear the way for a better individual parent-teacher relationship. Again the largest responsibility will rest with the teacher. She should understand that the parent's longer acquaintance with the child will be of invaluable aid in helping her to understand him.

Never must she allow a parent to misinterpret haste as indifference, or permit the parent to feel that he is intruding. She should encourage the parent to "talk out" his questions with the proper persons, and if he feels there is a justifiable criticism, seek to work it out constructively with the persons responsible.

It is only through understanding each other's goals, and through infinite tact and tolerance that a united front of mutual respect, confidence and loyalty can be achieved. Yet isn't it worth the effort if it will give our children that priceless gift, Security?

ADULT EDUCATION

By Edward W. Long, Physics Teacher,
Oakland Evening School

EDUCATION on the adult level is attaining a place of importance that is most impressive. A war-harassed people in turning its "swords into plowshares" is looking to Adult Education during this reconstruction period. The Adult Education program should provide for training in vocational skills that will smooth the way from war production trades to peacetime trades. The warrior in his twenties, returned from service, is in many cases looking to the Adult Evening Schools to make up the deficiencies which bar him from entrance to the University.

San Francisco Bay region has the special obligation for the training of the war-immigrant population which is choosing to make the Bay region its home. Shipyard workers of different color, section, and training, bereft of their war-time jobs, are compelled to learn new trade skills in order to find a place in the local community. Alien and illiterate adults stand in need of training in citizenship education. The U. S. still has 10,000,000 illiterates; 20,000,000

of our population have less than 6th grade education.

If American homelife is to be maintained on a level of decency and spiritual well-being, provision must be made for training in child care and the home arts. The too-young mother with too little education is too big a liability to be neglected.

Adult schools of the larger centers of California are exerting themselves to give the greatest variety of courses to fit the needs of the returning veteran. When careful counseling reveals that the man is best fitted for a certain line of work, he is enrolled in classes that provide him proper training. Cities, such as Oakland, concentrate certain types of preparation in each of the several schools. Academic work that prepares for college is done at Oakland Evening School. Merritt provides a variety of courses in business training. These courses are so organized that the veteran can work at his individual speed. Remarkable achievement is attained by serious students who accomplish the work of the full course in perhaps one-fourth of the time used by the regular students.

Central Trade provides specialized training for those who are desirous of entering some spe-

cific trade. Technical Adult Evening School gives a variety of industrial and trade extension courses in its spacious shops. Among its offerings are auto mechanics, body and fender, gas welding, upholstering, cabinet shop, aircraft mechanics, aircraft engines, diesel engines, machine shop, and drafting. Many of these classes qualify for reimbursement under the G. I. Bill, thus providing an opportunity for reorientation into a wide variety of trades. These courses are not limited to veterans, but are open to all serious-minded people. It is to be regretted that the facilities are so limited for a number of the courses that waiting lists must be provided.

NEW TYPES OF COURSES

Adult schools which are alive to the problems of modern society are offering new types of courses. The following titles are suggestive of what is being done in some of these schools:

"Organizing Training Program for All Employees" — a forum for personnel managers and training directors and a conference to cover the working principles of organizing employee training programs;

"Boys Management" — a course provided for those in charge of newspaper circulation;

"Driver Education" — a course that drills safety habits into the automobile driver's consciousness;

"Human Relations for Key Men";

"School for Brides" — with Red Cross experts in nutrition and nursing and a parent-education leader to take up the problem of what makes a marriage a success.

Special classes to meet diversified problems of a mixed society should be provided. Classes should be maintained for those who for diversion follow sideline hobbies, such as photography, gardening, woodwork, metalwork, modeling, mineralogy, etc. It is the hobby that releases the tension of the everyday humdrum job.

An urban commercial population, such as our Bay Community, finds ample needs for those skilled in the commercial arts. Fullest opportunity should be provided in this line. Classes in the Evening Schools should provide opportunity for those on the job to train themselves to greater efficiency and for bigger responsibilities.

Cultural development should not be neglected. Literature, language, history, the arts, and the forum for the discussion of current problems, all these should find a place in the larger Adult Evening School. To quote from the Harvard Report on General Education in a Free Society, "Medicine has altered life expectancy. Continuing Adult Education becomes more neces-

sary to keep a society from spiritual senescence."

Modern medical science during the past century has practically doubled the years of life expectancy. If we in America are to attain Browning's idea of

"Grow old along with me!

The best is yet to be,

The last of life, for which the first was made,"

then must this older generation be provided with the things that give spiritual zest. As the proportion of adults increases, Adult Education becomes a more important key to the health of the body politic.

The machine age is but beginning. Labor-saving devices are providing more and more leisure. This leisure properly directed in educational pursuits can lead to a high level of spiritual life in America. Wrongly directed, this same leisure may lead to Sodom and Gomorrah.

During the depression years, one-third of the 16-28-year group was unemployed. These are the years in which those who got least from schooling can make a new start, if provided the proper educational guidance and training. Post-school education must then have the long range view as well as the emergency aspect.

As designated by the Harvard group, "Democracy implies two in part contradictory commands — discovery and giving opportunity to the gifted, and raising the level of the average student." The former is referred to as the Jeffersonian force and the latter as the Jacksonian force.

Early American education placed stress on the Jeffersonian idea. During the last generation we have witnessed in America a tremendous upsurge of interest in education. Enrollments in secondary schools and colleges have grown by leaps and bounds. Stress has been laid on raising the general level of enlightenment in America.

During recent years we have had an ever-increasing growth in adult education. In 1940, over a million students were enrolled in part-time, vocational and adult education.

Progressive school authorities will give recognition to this growing interest in a program of continuous education by providing the necessary machinery. Without vision the people perish, but with vision on the part of our educational leaders, we may hope to see in America, "a democracy which combines liberty with loyalty, each limiting the other, and also each reinforcing the other."

Lessons Come in the Mailbag

AUSTRALIAN CORRESPONDENCE SCHOOLS BRING EDUCATION TO THOUSANDS OF CHILDREN WHO OTHERWISE WOULD BE OUT OF REACH OF SCHOOLS. THESE SCHOOLS HAVE BECOME A VERY REAL PART OF AUSTRALIAN COUNTRY LIFE.

EDUCATION in Australia is free and compulsory, and yet 18,000 children don't go to school. Instead, the school goes to them, by way of the mails. In each of the Commonwealth's capital cities there is a school, complete with teachers, yet no pupils are to be seen — a kind of phantom school.

If you ask, you'll be told that its pupils are all over an immense land — in the mountains and forests of Victoria perhaps, in the tropics of Queensland or the Northern Territory, in the far north of Western Australia — anywhere, in fact, where Australian children need education and are out of reach of Australian schools.

These are the Correspondence Schools. Education through the mails began in Victoria in 1914, when a countryman who lived more than 8 miles from the nearest school asked the Education Department if anything could be done to teach his two boys. The chief schools inspector passed the question on to the principal of the Teachers Training College, who put it to some of the students.

Five of them volunteered to try teaching the boys by correspondence, each one making himself responsible for a subject. Before long, they were sending out lessons to a younger brother as well, and soon afterwards there were so many requests for correspondence work that the student teachers could not cope with them.

That was when the correspondence schools officially came into being. Other States soon followed suit, and now, although there is some slight variation between States, the broad plan is Commonwealth-wide.

How the Scheme Works

At each of the headquarters schools, these phantom schools at the State capital, is a headmaster or mistress with a staff of about one teacher to every 40 or 45 pupils enrolled. To each teacher is allotted, not a number of individual children, but a group of families.

Sometimes mothers, who themselves were

correspondence pupils 15 or 20 years earlier, make special requests that their own children should be cared for by the same teacher. Where possible, the request is always granted.

Keystone of the work is a friendly personal interest, and intimate letters and gifts that come to the schools show what a happy bond exists. The schools usually provide three courses of instruction. The primary course covers all the normal subjects that children learn during their first 7 years at school, and in the last two years the girls learn plain sewing and cookery. In the super-primary course, children prepare for Qualifying Certificates (common entrance) examinations, and most of the work is in English, with craft-work like fancy stitching, free-hand drawing, elementary design, some applied arts, knitting and crocheting. The secondary course is for those preparing for the Intermediate (junior local) and Leaving Certificate (matriculation) examinations.

In addition to all this, the correspondence schools also care for children in out-back schools where there are no facilities for secondary school education. These, although supervised by their own teachers, are taught by correspondence from the correspondence school headquarters, under the guidance of experts.

Pupils receive a set of lessons once every two weeks, or once a week in some States. These are usually in the form of instructional leaflets, which take the place of textbooks. Only for English literature and Geography subjects do they need textbooks, and these are available in cheap editions. Each child has 3 note-books for each subject, so that while one is being corrected, the second is in the post and the third is being used.

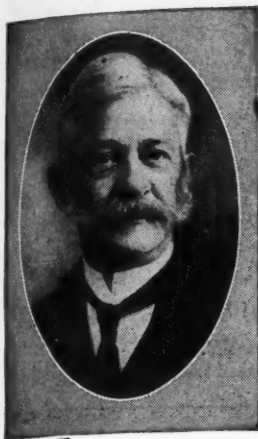
Postage Is Free

Postage is free both ways. Books are corrected carefully, with lucid explanations, and the teachers keep a charmingly personal note, calling the children by name, praising what has been done well, gently reproving untidiness, usually including a little message for mother or supervisor.

If you live with correspondent pupils, you can't help but be impressed by their impatience for the postman's coming, and their anxiety to see what teacher has had to say about the last lesson. All this brings about close personal relationship between

An Australian Schoolboy Studying His Lessons at Home





American Textbook Publishers

representing 85% of the textbook publishing companies, are reported in the newspapers of October 5, 1946, to estimate that books produced in 1946 would fall short of requirements by 3 to 4 million books.

That 1946 shortage was the result of many factors.

- Paper shortage
- Record-breaking enrollments
- Lack of experienced workers, etc.

Those conditions still obtain in 1947.

The increased cost in linotype composition, electrotype plates, printing, binding, will inevitably result in additional increases in the price of books for schools.

Some publishers have estimated that the increased cost will mean that textbook prices by July 1, 1947, will be approximately 40% higher than 1942 prices.

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teacher, parents and pupils, for teachers sometimes have to instruct supervisors as much as they do children.

Usually the supervisors are mothers who, despite the many duties of the outback housewife, are willing to do anything to help their children receive an education. It is noticeable that the less educated a mother is, the more determined she is that her children shall learn their lessons.

One mother wrote, "I will do my best to keep the children's work up to standard, but when I tell you that I have 5 children between the ages of 5 and 11, as well as a tiny baby, you will understand just how difficult it is at times to cope with everything. Although we live in the outback, we have a busy life, with cows to milk and our own bread to bake. Work is one thing we have in plenty, but we have our pleasures as well, and many things to give thanks for—your correspondence lessons and your kind, encouraging letters."

There are difficulties of another kind, too. One mother could read only very little herself when she applied to a school for lessons for her first child. When the first set arrived, she learned the lesson herself before giving it to the child. After a few weeks she managed to get one set ahead. She carried on like this for years until her child passed the qualifying examination. Eventually her 5 children completed the course.

Radio Helps Too

Broadcast lessons make it possible for a child to hear the voices of their teachers. At regular times during the week, the Australian Broadcasting Commission arranges for a 10-minute talk by one of the teachers from the correspondence school. The children follow with close attention, listening delightedly to people they know so well by letter, but usually have never seen.

Sometimes, of course, the children do meet their teachers, for families are encouraged to visit the headquarters when they come down to the cities, and hundreds of them do. In this way, really close personal attachments grow, and teachers come to be regarded as distant members of the family.

BESIDES GIVING FORMAL INSTRUCTION IN SCHOOL SUBJECTS, THE CORRESPONDENCE SCHOOLS DO A GREAT DEAL TO FOSTER A SENSE OF COMMUNITY LIFE AMONG OUTBACK CHILDREN, AND TO LEAD THEIR INTERESTS INTO WIDER FIELDS.

Boy Scouts and Girl Scouts are linked with their parent organizations. There are Home-Project clubs, and at least one Bird-Club of many years' standing. Many outback children are true naturalists, and they love to write about the things they find so interesting—the habits of birds, wild flowers of the district, the snakes and beetles. Pen friendships spring up, and

there are exchanges for stamp collectors. Parents may invite religious instruction by correspondence, and are put in touch with the "mail-bag" Sunday school of the appropriate denomination.

There are libraries, too; and school magazines, mostly containing the children's own work, are full of stories and verse and photographs. Old pupils contribute articles and there are pages of naturalists' lore in answer to many inquiries from the children.

To Give or Not to Give Homework

By Ernest G. Bishop, Teacher, William McKinley Junior High School, Pasadena;
Frank R. Walkup, Principal

Dear Editor:

Homework, like the poor,
Is a problem that will
Be with us always.

To give or not to give
Homework—that is the
Question to which there
Is no one answer. Fact
Is there are as many answers
As teachers assigning or not
Assigning home study, reasons
For which are many. There is
The teacher who fails to
Organize his work, or who
Loosens up in the classroom
And lets down. Obviously,
He doesn't cover the course
In class time; so he heaps
On the outside activity in
An endeavor to catch up.

Again, there is the instructor
Who builds himself up as a
Strong teacher by pouring it
On in class and out, the heavy
Duty imposed on youth being
The outward and visible sign
Of pedagogic superiority.

Some teachers wait until the
Closing minutes of the period,
And then hurriedly toss out
Advance work as a duty they
Must perform. Others rigidly
Abstain from giving any outside
Work, because of the labor
Entailed in plotting lessons
And correcting the end-product.
And there is another reason,
One that cuts both ways, like
A two-edged sword: first, fear on
The part of the teacher that
An indulgent parent will
Write Junior's theme for him,
Or solve his algebra problems.

THESE, then, are the correspondence schools. Their work is not as well known as it should be in the cities, but they have a very real place in the hearts of the country people. This is easy to understand, for the schools bring friendly help to harassed mothers, education to children who otherwise would be untaught, enlightenment where it has been previously shut out, and richness to young lives. The correspondence schools are high up on the list of things of which Australia is proud.

Second, the annoyance at home—
Some parents dislike homework,
Because it takes them away from
The radio, bridge, and other
Essentials. And it does not
Build up morale or enhance
Parental prestige to have work
Done for Junior come back on a
Report card as "C," after years
Of trying to impress Junior with
Parental superiority in school
As evidenced by the high grades
Received. A few teachers, wishing
To keep up the form of the routine,
Hand out work, which is carefully
Collected the next day and
Filed in the wastebasket,
Without even glancing at it.
A few more mete out homework
As punishment for various crimes
Committed, just as instructors
Once kept the erring juvenile
In after school to memorize
Poetry as retribution for
Transgressions of classroom law.

One system that is rather
Discouraging to teachers is to
Have the class break the lesson
Up into small fragments, each
Member to do a small segment and
Then all to meet just before
School in the morning as a
Clearing committee and pool
The answers. Thus, individually,
The work is very light. Another
Variation on the theme is to
Divide up the assignment, go
On the air by way of the telephone
And have each one in turn give
The necessary information to the
Other members of the conspiracy.

(Please Turn To Page 25)

Important News for

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Don't Corral The Maladjusted Child

By Anne Malatesta, Berkeley

ONE forward step in the movement to curb juvenile delinquency might be the establishment of a separate school for maladjusted children. Schools are bending over backwards to help the exceptional child, through guidance centers, counselors and mental clinics. But there are many maladjusted children that they never reach. In this group there may be future criminals whom society will have to deal with later — much too late for its own good.

While teaching in a California junior high school I had an excellent opportunity to observe a class of maladjusted youngsters from 12 to 18 years old, who were corralled in a room just two doors from my music class. I don't use the word "taught" because these children, beyond the pale of normal pupildom, were difficult to control, let alone teach. The strong, efficient and good-looking teacher-nurse had her psychological hands full in the daily struggle to keep the classroom free from tension, hysterics, and emotional outbursts.

As I passed this room one morning I was suddenly stopped in my tracks by a piercing and unearthly wail. I looked through the glass window. I don't know what violent scene I expected to see, but I was totally unprepared for the sight of a slight and undernourished-looking boy of 13, standing at the blackboard, "going overboard" emotionally. He wasn't able to add 4 and 4.

In that emotional outburst one heard the call for help, not only of this boy's generation, but of many past generations. It seemed to plead for rescue from the results of a wretched past that laid its heavy hand on his frail shoulders, rendering him helpless to adjust himself to the pursuit of life, liberty and happiness.

Learning during the lunch-hour that the maladjusted class had no music period, I suggested to their teacher that they come into my room in a free period and sing Christmas carols. Not being a trained psychologist, I must admit that I had some qualms, but the spirit of Christmas-tide spurred me on.

"They'd love it," answered the teacher. "I don't suppose many of them can carry a tune. But it will be something for them to look forward to, and a good emotional outlet."

The following Wednesday, at my free period, about half the class, possibly the better half,

trooped in; the teacher remained in her room with the rest. Everything went smoothly, even though my back was turned while accompanying them at the piano. Once, during the singing of "It Came Upon the Midnight Clear," I thought that the musical fireworks would pop! Nothing happened, except that my fingers faltered momentarily on the keys. Out of the corner of my eye I saw from time to time curious faces peering in the glazed door; they looked startled, probably at hearing the strange guttural sounds flowing from the music-room.

Daily, standing in the hall between periods, I studied the faces of these maladjusted youngsters as they shuffled past. It was easy to see that they were not normal, happy and healthy children, although some of them were unusually strong bodily. Every face had a degeneracy; they were victims of something beyond their control.

Too often it was a home where there was strife and turmoil, a home from which to steer clear. The street corner or the nearest poolroom were preferable to dingy quarters, quarreling, and obscenity.

Their case-histories, usually more or less alike, revealed that they came from broken or unhappy homes. There might be a drunken father who failed to support his family. There might be an irresponsible mother or a mother who had borne too many children and had broken down. In some cases there was no mother at all; she had died or run out on the family.

These case histories are not pretty, and the children themselves are unlovely products of miserable home conditions.

There was one boy in particular whom I noticed. He was 16, but his physique and face made him appear much older. A face such as one might see staring from the front page of a newspaper, the face of a criminal wanted for murder. The small deep-set eyes were hard and cynical. Any mother would hate to have her daughter meet this boy on a lonely street after dark. And yet his case was a pathetic one. He had seen too much of drunken womanhood at home and he judged all women accordingly. He was an inveterate woman-hater. No teacher could reach this uncooperative boy. Tough and stoical, he slouched in his seat, silent and sullen most of the time. I had the uncomfortable feeling that he would soon be breaking a crime trail of his own.

ANYONE who has the slightest contact with these youngsters knows that they need help desperately. They need some sources of happiness. They don't get any at home. At school

they are isolated from the rest of the pupils. I am not condemning the school authorities for this. These children do not belong in the same classroom with the normal child.

Rather, they don't belong in the same school. They would be much happier and grow into better citizens if they attended a centrally-located school solely for them, where they would not be made to feel inferior. Insults are heaped on them daily, not because happy children wish to be cruel, but they know that they are superior to these misfits and make them feel it.

In a school of their own they could learn at their own speed from carefully-chosen teachers with the welfare of these children at heart. Surely there are loving teachers in these United States who sincerely love children and would like to steer them into a way of life that does not lead to a reformatory or a prison cell. The chaplains of World War II who helped many of our soldiers through moments of despair might find in helping these unfortunate children an outlet for their desire to help humanity.

At present, because of a teacher shortage, elementary certificates are being given to students with two years of college. Surely such certi-

icates might be granted to chaplains to teach a badly-adjusted group good citizenship. They may be able to provide the ounce of crime prevention that would save a maladjusted boy or girl from the hangman's noose or the electric chair.

SOCIETY MUST HELP

It is easy to say that there are no delinquent children, just delinquent parents. If parents are intelligent and well-able to provide a happy home atmosphere and cooperate with the school, they may properly be called delinquent if they fail to do so.

But in the ill-housed, ill-fed, ill-clothed and ill-adjusted family, conditions get beyond the control of the parents, who have too many strikes against them in the struggle for mere existence. These parents never had any character-training to help them over the rough spots and in turn they can't help their own children.

To whom can these maladjusted children look for help? It is society alone which can and must help them by providing an environment in which they can work, learn and play at their own mental and physical pace.

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CLASSROOM TEACHERS

CLASSROOM TEACHERS DEPARTMENT OF THE CENTRAL COAST SECTION

By Mary E. Stewart, President of Classroom Teachers Department of CTA Central Coast Section; Teacher in Junior High School, San Luis Obispo

THE Executive Board of Classroom Teachers Department, Central Coast Section, has a number of plans for 1947. Many of the board members were present at the Council meeting in January at Salinas.

In February, both the old and new members of the Executive Board of Classroom Teachers Department met in Salinas. The new board will continue the work started during 1946 and is formulating other plans.

With the victory of Amendment No. 3 we are more than ever optimistic over the potential strength of well-organized teacher groups. Strong national and State organizations are dependent to a large extent on strong section and local organizations. Our CTA officers and administrators have worked for years while many classroom teachers either have been too busy to be interested or too apathetic to care.

Organization Counts

Now we are beginning to realize what great work can be accomplished through organized efforts. We are also realizing that work in our professional organization is both a privilege and a definite responsibility of each and every person who accepts so readily all the benefits that have been achieved by the hard and faithful work of others.

The aim uppermost in our Classroom Teachers group is to strengthen our local teachers organizations in communities where they exist and to organize them in communities where they do not exist, so that every teacher will have a definite part in CTA.

On our Executive Board are members of various local organizations as well as rural teachers who as yet are not affiliated with any local group. We plan to learn about programs and procedures used in various units so that comparisons and differences can be discussed. In becoming acquainted with other groups we can learn from them, and discuss our common problems and be of more use when we return to our own group.

We need and want the cooperation of teachers in rural schools so that they will be active participants in organized teacher-groups. Just how that organiza-

tion can best be effected will be discussed at our board meeting.

If a local organization should have a motto, it might be, Every Teacher a Worker.

Live Members

A person who works in an organization becomes interested and a live member instead of dead timber. There are a number of suggestions that have been made that our Classroom group is considering. A teachers welfare committee might help strengthen a local group. Such a committee would require the work of a great many people, depending on the community. Studying the problem of teacher housing, helping new teachers to become acquainted in the school and community, and working out a program to free teachers from senseless restrictions could all be considered by such a committee.

Isn't it time that teachers be considered "real" people? Isn't it time that teachers be allowed to exercise the responsibility of citizenship publicly if they so desire?

Many teachers are unable to pay medical and dentist bills and postpone having necessary attention. Isn't it time our welfare committee advocates or supports some program for socialized medicine? A welfare committee could do a great deal to strengthen local organizations.

Another committee that could help strengthen our local organizations could

be a professional ethics committee. So often we as teachers fail to observe the same professional ethics that doctors and lawyers practice. We criticize fellow-teachers to people outside the profession. We express that criticism to parents, a bridge partner, or a town gossip, where the criticism does absolutely no good but harms the profession. Methods for developing a professional attitude toward others in our work may help strengthen local groups.

Our interest in the profession should certainly extend to teacher recruitment. It is partly our responsibility to attract into service the kind of people we want in our profession and to see that standards for certification are kept at a high level. Naturally, to do this salaries have to be raised.

THE SURE CURE FOR TEACHER SHORTAGE IS HIGHER PAY.

That may require a larger State contribution to local education, or it may require higher taxes or revenue from other sources. If so, we should face the fact and do something about it.

There's money for war, for highways, for whatever we want to spend it on and there's money for education. We may have to see that it is channeled into educational avenues; however, the teachers organizations are the groups to take the lead in this. We all acknowledge the continued work of our own CTA and 100% membership is a primary importance.

Another vital problem is that of the relation of the classroom teacher to pupils and community. For the higher salaries for which we work, we must show increased efficiency. The product of our school determines our world tomorrow.

What classroom procedures can best be utilized that will help produce cooperative, intelligent, clear thinking, responsible citizens? We hope through discussion groups and active interested teachers to give better service in the classroom.

THESE are some of the aims and problems that come before the board meeting in February and through the interchange of ideas and discussion, definite plans will be formulated that will strengthen our local teacher-groups, which in turn adds strength to our State and national organizations.

* * *

Movies That Teach, by Hoban, a new book of nearly 200 pages, is issued by Dryden Press, 386 Fourth Avenue, New York 16, N.Y.; price \$2.50. Educational movies, no longer an academic supplementary aid, are now a basic educational implement with dramatic and interesting holding qualities.

California Teachers Can Help To Save The Redwoods



Save-the-Redwoods

Send 10 cents each for these attractively illustrated pamphlets: "A Living Link in History," by John C. Merriam... "Trees, Shrubs and Flowers of the Redwood Region," by Willis L. Jepson... "The Story Told by a Fallen Redwood," by Emanuel Fritz... "Redwoods of the Past," by Ralph W. Chaney. All four pamphlets free to new members—send \$2 for annual membership (or \$10 for contributing membership).

SAVE-THE-REDWOODS LEAGUE
250 Administration Building,
University of California, Berkeley 4, Calif.

CALIFORNIA CONSERVATION WEEK . . . March 7-14

FOR INTERMEDIATE TEACHERS
 Association for Childhood Education,
 1201 Sixteenth Street NW,
 Washington 6, DC.

PORTFOLIO for Intermediate Teachers, 4th of a series for teachers from nursery school through the intermediate grades, was compiled in answer to many requests from teachers who work with children 9-12 years of age. It presents information of practical help to all teachers, particularly to those returning to service after years away from the classroom and to young and inexperienced teachers.

This portfolio is planned to interpret for teachers in the intermediate school the general philosophy of child growth and learning emphasized in the previous portfolios. Significant factors are stressed in making school experiences contribute to the continuous and total growth of individual children and of groups of children. Backgrounds for understanding the psychological and physical development of children in this age-group are included, together with ways of organizing school environments and school programs to provide the best possible conditions for growth.

Twelve leaflets; price, 50c.

* * *

ROBERT L. BIRD RETIRES

ON the evening of January 8, friends of Bob Bird acclaimed him "King for a Day" in a happy farewell reception held in the USO building in San Luis Obispo.

Beginning at 8 p.m. each guest (250 in all) upon arrival signed a "guest book" which was later presented to Mr. Bird. Former pupils from Arroyo Grande High School, many co-workers in the schools, friends from every part of the county, together with congratulatory letters and telegrams, helped to make the informal period of fellowship long to be remembered.

The U. S. Representative from the 11th District, Hon. Ernest K. Bramblett, sent a well-worded message of appreciation and best wishes from Washington, D. C.

At 8:30 the formal program of the evening opened in the well-filled auditorium, with Gilmore Duncan, principal of Shandon High School, and president of San Luis Obispo County Schoolmasters Club, under whose auspices the party was given, presiding. A musical trio consisting of San Luis Obispo city teachers — Carl Loveland, cello; Lucian Morrison, violin, and William Watson, piano — gave a series of excellent numbers. Archibald C. Phillips, for many years a teacher of manual training in the city schools, and a very warm personal friend of "Bob," composed a poem in his honor and read it.

Then the honoree of the evening was

introduced, after which he responded with "Twenty-eight minutes from 28 years of School Supervision in San Luis Obispo County Schools." In fact, he did more than relate interesting facts about the local schools; he began with his early boyhood in Mason County, Illinois, where at the age of 18 he began his teaching career, interrupted first to attend college and at two other times to enter business, but always coming back to teaching, first at Alton, Illinois, High School, and finally landing at Arroyo Grande to become principal of that delightful high school. He severed his connection there after 6 successful years, to become County Superintendent of Schools, a position which ended January 6, 1947, with a continuous record of 28 years.

Jolly Music

Since Mr. Bird has always been a lover of music, the next numbers on the evening program came from an octette of city men teachers under leadership of Charles Blodgett of the Junior College. One of the numbers was written by Mr. Blodgett and especially dedicated to Mr. Bird as one of our "jolliest good fellows." As a last number on the program, Mr. Bird was turned over to Superintendent Charles E. Teach, who led him to the stage, seated him, and then began a joyful number entitled "A King for a Day."

Assisted by J. N. Regier of the Junior College and A. Gaylord Wilson, Manager of Finance, a procession of presents began to appear from many parts of the stage, from concealment behind the scenes.

First, a gold, glittering, diamond-studded crown was placed on "Bob's" head, a beautiful house-robe was put on him, and with a pair of specially-selected slippers, he was duly proclaimed a "King."

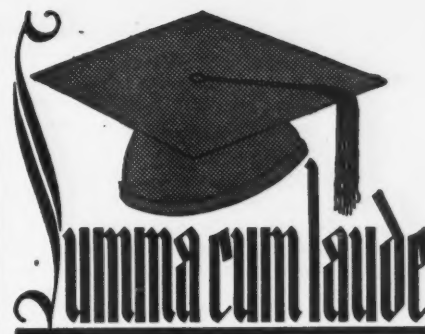
A combination radio-phonograph with 8 albums of the world's finest music arrived on his right flank, and then Tugwell's "A Stricken People" was presented to occupy his spare time in good reading.

Best of all, an enlarged picture of the grandson, Robert Bird Kambeitz, framed and ready for the walls of his home, pleased him very much, and the new hair looks like his grand-dad, too. The latest style pedestal electric-heater joined the ranks of useful presents, taking its place beside a genuine saddle-leather traveling bag. A gallon of sweet cider, a Wilson tenderized ham, some nuts, a generous supply of Fresno raisins, and last of all a package of "Duz" to do everything, closed the jolly occasion and Bob was speechless but sincerely appreciative of the high honor which friends had so graciously expressed to him in the many interesting gestures.

Light refreshments were served by a committee of home economics teachers from the county under the leadership of Ethel L. Higgins, rural supervisor from Atascadero.

A life membership in California Teachers Association was among the many prized gifts which will keep Bob in close touch with the profession.

While guests were arriving, Joel Pryde, retiring president of CTA Central Coast Section; Gil Duncan, principal, Shandon high school; Clarence Burrell, principal of Arroyo Grande



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high school; Roy Gilstrap, principal, Atascadero high school; Al Rhodes, county superintendent; Ethel Higgins, county rural supervisor; Charles E. Teach, city superintendent, San Luis Obispo; and two retired teachers, Mrs. Walter Trager and Alta Comstock; Paul Hylton, veterans adviser, California Polytechnic College; Mrs. Frances Judkins, principal, Pismo Beach schools; C. L. Smith, deputy county superintendent, San Luis Obispo; George Flamson, superintendent of schools, Paso Robles; Mrs. Maggie Lewis, a former school trustee at Paso Robles; and Mrs. Marie McKennon, teacher at Banning rural school, formed a group under the leadership of A. Gaylord Wilson; all joined in speaking brief messages in a recording-machine, after which the record was played as a part of the main program, and later the record was given to Mr. Bird.

WHILE Mr. Bird's plans are not completed, he states that for the present he will live in retirement in his home on Nipomo Street, where among his possessions none will equal the memory of the appreciative party given in his honor by so many staunch friends, many of whom have added greatly to his success in his former office.

* * *

Herold C. Hunt, superintendent of schools, Kansas City, Missouri, elected as next president of American Association of School Administrators, assumes his duties as president on March 15. He is now chairman of the 1948 yearbook commission on The Expanding Role of Education.

* * *

RED CROSS FUND CAMPAIGN

BY developing international interests at an early age and giving much-needed assistance to children of war-mangled nations, American Junior Red Cross hopes to weld friendly relations with children throughout the world.

Some 20,000,000 school students of all ages throughout the country, including approximately 97% of the school population in the 7 Western States, are participating in the peacetime international program of the Junior Red Cross.

Community service is included in the varied list of Junior Red Cross activities. Hospital patients, veterans and their families in need of assistance, and underprivileged children have benefited from the time, money, ingenuity and energy contributed by members of the world's largest youth organization.

FUNDS RAISED DURING THE CURRENT FUND APPEAL WILL ENABLE THE RED CROSS TO CONTINUE HUMANITARIAN AND EDUCATIONAL SERVICES TO THE YOUTH OF THE WORLD, AS WELL AS THE COMMUNITY HEALTH, EDUCATIONAL AND DISASTER RELIEF PROGRAMS. YOUR GENEROUS SUPPORT IS SOLICITED.

SUMMER RECREATION AT THERMAL

Summertime Fun in the Desert? Preposterous!

By Mrs. Dorothy L. Hamlin, Thermal Chamber of Commerce Recreation Committee Chairman and Teacher in Thermal Grammar School

THIS was the opinion of most of our desert neighbors, but they had to reverse their thinking gears before the summer of 1946 was over.

Thermal, a village of about 40 families, is 126 feet below sea level. It is in the winter paradise of Coachella Valley, a part of the great Arizona Desert. The summer, however, is not a horse of a different color, but a season of a different degree, a sky-high degree. It isn't for nothing that it is said that, "Dates must have their roots deep down in the earth where they can get plenty of water, and high up in the air where it is hot as hell."

This is the only place in the United States where that strange combination is found, and where the mercury in the thermometer is always threatening to blow its top in the summertime. The temperature begins with 105 degrees F. . . . and soars . . . 130 degrees F. is routine with us. Summertime recreation is a problem.

Most people leave the Valley for all, or part, of the summer, but a great number do not fall in that fortunate classification. Those who are forced to remain suffer not only from the heat, but an ennui of a particularly aggravating form.

Almost all organizations cease their activities at the close of the school year, and resume them only when the children reluctantly return to the classrooms from vacations.

For those who remain in the desert there is work, of course, which must be done. But these people need relaxation, something to offset the terrible devitalization resulting from extreme heat.

Last spring, 1946, the Recreation Committee of Thermal Chamber of Commerce decided to remedy this state of affairs. The Board of Education for the Thermal Grammar School District approved the use of the school-grounds as a play area.

Members of the Recreation Committee solicited sufficient funds from the enthusiastic townspeople to purchase equipment for the project. The school loaned some equipment and other games were given by people interested in seeing the idea succeed.

Made available for use were the following: Volley ball, croquet sets, horse shoes, shuffleboard, ping-pong, washers, badminton and darts.

The program was launched and advertised as adult recreation, but the children were invited to come along. Here was an innovation—other activities were largely planned for benefit of the youngsters! Here the youngsters found their place, but

without the feeling that the adults were barging in, and without the feeling that "something was being done for their improvement!" With that beginning, the activities grew into a community recreation program of proportions not foreseen.

Discipline problems were short-lived, since Dad and Mother were there to step in when Susie and Tommie got a bit rambunctious. Needless to say, juvenile delinquency was 100% absent in Thermal Community.

Each Tuesday and Saturday one member of the Committee, or some other public-spirited person, acted as volunteer supervisor for the evening's fun. This person saw to the lighting, the play equipment, and had on hand a big barrel of ice-water, plus disposable cups.

Some of the men went in head-over-heels for croquet—to the extent they are planning to form a regular Croquet Club. The ladies and others of the men took it out in shuffleboard, washers, horse shoes and ping-pong.

The teen-agers loved the group competition offered by volley-ball. The slide was an attraction for the small fry, but not more so than the rare chance to run amuck with their little friends. Those who just wanted to watch the games and visit with their neighbors were not pressed into play. Almost everyone indulged a bit in that favorite pastime of "gossip," in a nice way, of course! Some evenings, music was played on a portable electric phonograph.

A wholesome spirit of neighborliness prevailed, and the general atmosphere of the community is more relaxed and wholesome than at any time hitherto. Everyone knows and appreciates everyone else a great deal better.

"Play Night" was fun for everyone. Whole families turned out. Not only were Thermalites attracted, but many from other sections of the Valley attended. Many nights there were well over a hundred people present and enjoying themselves despite the real inconveniences of desert summer.

The summer recreation program closed the Saturday evening before opening of school, and a record attendance was on hand for even the final play-session. As a grand finale the entire crowd was treated to ice-cream by the operators of a local cafe.

BIGGER and better plans are in the making for the summer of 1947. Summertime can be fun—a lot of fun! Even in Thermal, California!

HOMEWORK

(Continued from Page 18)

Fortunate indeed is the instructor — Of mathematics, for instance — who Can so organize his routine that He can give needed supervision And aid in the classroom in the Matter of homework, since this Subject frequently is difficult For a pupil to manage by himself. This procedure saves the pupil From much discouragement in Launching his mathematical career.

What the teacher should try to Remember is this: if the whole Child goes to school, likewise, The whole child returns from School. No child is operating In a vacuum or marking time if The school does not fill all his Waking hours. He is going to do Something, and frequently he has Something definite to do. His Attitude often is, "I've done all Day what you want me to do; now For a change let me do what I Want to do." Joe is keen about After-school sports; he has a Paper route, a hobby to pursue, Or work he is expected to do at Home. Mary has her music to Practice, younger children to Care for, housework or dinner Duties to perform. These interests, Tasks, and preoccupations are as Essential to educational growth And building citizenship as the Formalized routine of the classroom.

THE best way to handle this Problem, I find, is to begin The advance work toward the End of the period, explain very Carefully what is to be done, And have all start the lesson Together. If help is still needed, I am there to give it. The Work is so timed that the bright And industrious can finish all of It before the dismissal bell rings, By manifesting some evidence of Concentration and energy; the Duller and more inert members Will have to finish the project Out of class, but what remains Of it should not be burdensome Or demand too much of their time.

It is well to stress the fact That the more done in class, The less will have to be done On outside time. It is Sometimes helpful to skip an Occasional assignment as a Breathing space and to keep

All weekends clear as the student's Special time for his own duties And interests and as an opportunity For rest, change, and relaxation.

* * *

Pocket Oxford German Dictionary, compiled by Barker and Homeyer, is issued in an educational edition, \$1.50, and trade edition, \$2, by Oxford University Press, 114 Fifth Avenue, New York 11, N.Y. Among the Oxford books are many excellent dictionaries. This German-English dictionary reflects the current vocabulary of daily life.

* * *

Our Conquest, remarkable and unique brochure of 100 pages, mostly photographic illustrations, is a report of the development of Kern County rural schools, 1939-46, by Leo B. Hart, then Kern County school superintendent; his address is Room 117, Court House, Bakersfield.

This stimulating and inspiring picture-book, in modern style, exemplifies many of the best features of present-day education in rural areas. Leo B. Hart and his associates did a grand and good work in Kern County.

A WAILING 'NEATH THE C

By Katherine Finchy, Superintendent of Desert School District, Palm Springs, Riverside County

MASTER C, who is a Major, while a-running up the scale,
Once met A Minor sighing, and said he,
Why dost thou wail?
Said the Minor to the Major, "I fear 'twill e'er be so
I'll ne'er be independent, but always borrowin' 'do.'"

Major C looked on with pity, at the Minor as he whined —
Said he, "You must remember, you're a relative of mine;
Just you climb up one step higher, and help yourself to 'ti,'
And never, never worry — my 'do' belongs to thee."

Said the Minor to the Major, "I am grateful unto thee,
You've given all your substance but one member unto me.
Yet the waves of endless sorrow, upon my 'si' shall roll,
And I must keep on sighing, ever sighing for a 'sol.'"

SCIENCE MADE FASCINATING!

EVERYDAY SCIENCE

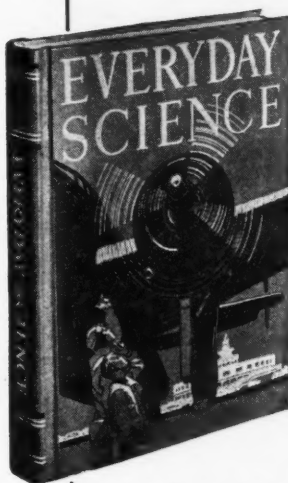
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A new interpretation of science, based on scientific study and teaching experience. The latest scientific developments are treated clearly and interestingly. For example, smashing the atom, jet propulsion, penicillin, basis of the atom bomb, DDT and radar are explained. Air-mindedness is stressed; probable future advances in science discussed. Handsomely illustrated; rich in practical applications, experiments and self-tests.

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GINN AND
COMPANY

THE MOSQUITO

A PROJECT AT CHERRY AVENUE JUNIOR HIGH SCHOOL, TULARE

Tulare City Schools
Cherry Avenue Junior High
Office of the Principal

Sierra Educational News,
Dear Sirs:

WHILE acting in the capacity of Vice-Principal last year, one of the most realistic projects to come under my observation was one done on the mosquito, carried out in two of our 7th grade classes under direction of Mrs. Dorothy Kalbfleisch.

It proved to be fascinating, as well as educational, to our student-body of 600, and while on display downtown in our city-wide school exhibit, it became the gathering spot for both young and old.

The Mosquito happens to be very prevalent in this particular area of San Joaquin Valley, and decided steps have been taken by our communities to eradicate this pest.

This bit of research by the children did create a much more conscious citizenry to the work that is being carried out and the results that do come about if proper precautions are not followed.

One of our local papers published a picture which gives evidence of the interest the project drew while on public display.

I had planned to send this study in at the close of school, but illness, which has only recently allowed me to return to work, prevented me from doing so.

Very truly yours,
Esther McNeil
(Mrs.) Esther McNeil

(Note: The following paragraphs were written by members of the classes, then read, chosen for content and compiled by Eleanor Picanso, one of the students.)

A comedy! Walt Disney, using his Seven Dwarfs, presented to us a moving-picture on the Anopheles Mosquito. We seldom get to see a comedy like this, so we paid very close attention.

This comedy brought to our attention the diseases mosquitoes carry and the tragedies they cause. Under the direction of Mrs. Kalbfleisch, our homeroom teacher, we found that it was partly our duty to help prevent mosquitoes in our community.

Our interest was aroused so much that we immediately started working. We had class discussion, and to our surprise we didn't know enough about this common summer pest, The Mosquito. We decided to secure more information and investigate around our community.

We called Mr. Henderson, who is in charge of mosquito abatement control in Tulare district. The afternoon he arrived he was asked many questions. In this way, you could tell the class was interested. He gave us a very interesting talk on where, why and when mosquitoes breed. He also told us how we could prevent them. He told us they would breed in old tires with water in them, old paint buckets with water in them, cesspools, old used watering-troughs and anything which will hold water for more than 24 hours.

They don't breed at a certain time; they breed according to the warmth of the weather. We learned which mosquitoes carry diseases and which diseases they carry. Mr. Henderson brought pamphlets which he

passed out to everyone. When Mr. Henderson left, he had the whole class eager to help the Tulare Mosquito Abatement District prevent mosquitoes.

We started to observe our houses and our neighbors houses more carefully. The next day we were given class-time to make reports on the previous day's work and observations. Then we started our campaign. We fixed leaky faucets and destroyed other breeding places. Then we asked our neighbors to exterminate their mosquitoes.

Mrs. Kalbfleisch suggested that we make posters to display in our school hall. In this way more people would know about mosquitoes, too. First, we organized 4 groups to work on our 4 main topics, which were:

1. Breeding Places.
2. Prevention.
3. Diseases.
4. Metamorphosis or Life Cycle.

Each of these topics was presented on a square display rack. The prevention poster

This plate, courtesy of Tulare Bee, shows Mosquito display prepared by Cherry Avenue Junior High School, Tulare.



showed the different ways of getting rid of mosquitoes, such as the use of DDT and the destroying of breeding places. The group that presented the topic of breeding places had part of its display in pictures and the rest in real miniature examples.

The display of diseases was made of small figures of people in beds. Each bed had a sign in poetry telling the disease the patient had and by which type of mosquito the germ was carried.

The metamorphosis group had posters telling about the 4 stages of the mosquito. An egg raft and real wigglers were used to express two stages of the metamorphosis. Two of the boys modeled a pair of mosquitoes from papier-mache, showing the difference in the species. The models were greatly enlarged.

After putting our display in the main hall, we were asked to present it at the local school art exhibit. We hoped that our display would help to interest our community in preventing these mosquitoes.

AFTER all our study and work with mosquitoes, our class as a whole did very well on this subject. Our study has taught us that the mosquito is small but deadly. This work has made us aware of the mosquito. We have learned many things about these harmful pests, such as how to get rid of them, the places in which they breed, the diseases they carry and the phases of their metamorphosis.

We are still trying to help the Tulare Mosquito Abatement District prevent the mosquitoes from breeding. It was a very interesting problem and we enjoyed it more because we knew we were really doing something for our community.

* * *

In Memoriam

Mardele Robinson
"Just a School Teacher"

A tribute to Mardele Robinson of South Pasadena and San Marino, by Elsie Robinson, in her feature article, "Listen World"; reprinted by courtesy of Los Angeles Evening Herald Express and King Features Syndicate.

MARDELE Robinson has gone. She will never again come laughing up the stairs, bringing her swift, sweet comfort. And the trees and fields and small friendly flowers she loved so well will know her no more.

Just how the great gap she left in life is to be filled, I cannot yet imagine. But I am thinking of another who also went suddenly in the flush of His youth and the promise He gave to fortify the frightened, loving hearts He left behind.

In my father's house are many mansions: if it were not so, I would have told you. I go to prepare a place for you . . .

that where I am you may be also. — John 14:2, 3.

I am clutching that promise as so many have clutched it for nearly 2000 years. And I am sure that somewhere in those many mansions there is a large, fair room filled with shining young faces. And the girl who so loved young people will be there today.

For Mardele Robinson was a school teacher. She never married, but all her life was radiant with children. Step by hard step she climbed from the toddlers' grades until she was vocational counsellor to the whole school district of South Pasadena and San Marino. And the babies whose laughter she had shared and whose small sorrows she had soothed were men and women with problems as wide as life.

Yet there was no vain glory about her great success, no career woman prattle. She was as simple and warm and unselfconscious as the abundant earth. And it seems to me that in her generous body and spirit she typifies the hundreds of thousands of unknown women who give themselves so unstintingly to the life of this nation for such meager reward.

There is no one of us today, who, remembering her, does not also remember some wise and gentle soul whose influence once guided his stumbling path.

There were no scheduled working hours for Mardele Robinson — no vacations. Wherever and whenever there was a troubled youngster or distraught parent, she was there. There were no "bad" children to her. She loved and served them all and held her faith high, a light for their troubled feet. Neither her door nor her heart was ever locked to them.

She wove herself into their lives as a shining thread — to strengthen them forever — and forever make this world a better, brighter place.

Yes, I am sure that in those "many mansions" there is one where her deep tenderness and unwearying hands are busy today — tending perhaps the many young spirits she sent to the war, who never returned to this earth.

And that unseen world that is so near, and yet so far, is the richer for Mardele Robinson's presence.

But for one old woman there is only darkness yet — and a great loneliness.

For she was my little sister.

* * *

Public Relations for Rural and Village Teachers, an excellent illustrated bulletin of 50 pages, issued by U. S. Office of Education, should come into wide use in California schools. Price 15c; address U. S. Government Printing Office, Washington 25, DC.

A NEW HANDBOOK OF THE CONSTITUTION FOR HIGH SCHOOLS

Faith of Our Fathers

By DR. A. J. CLOUD

President of San Francisco Junior College

Designed to meet state and local requirements for a course on the Federal Constitution at the secondary level.

Background chapters trace the foundation, birth, and pattern of the Union and the framing of the Constitution.

Discusses, illustrates, and interprets every clause of the Constitution. Includes colorful biographical sketches of the Fathers of the Constitution.

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Aviation In A California Elementary School

SUNSET Senior Elementary School, Vineland School District, Kern County, was the theme of a noteworthy feature article by Peter A. Bancroft, district superintendent, published in February 1947 issue of this magazine, and entitled "The Gap Can Be Bridged."

Subsequently we received from Mr. Bancroft the accompanying pictures showing the newest innovation at that unique school. The Student Body purchased a surplus Army C-46 transport plane, which it is using as a classroom for aviation mechanics; also purchased was an AT-6 plane for class use.

Top Picture — Aviation Mechanics class on wing of C-46 with the instructor. School campus in background.

Center Picture — Reading left to right: Miss Betty Thompson, Instructor in Theory of Flight, Global Geography; Orvan Whitson, student.

Bottom Picture — C-46 airplane arriving at Arvin Airport from the Army depot at Ontario. Firetrucks, police and crowd present.



CADET-MIDSHIPMEN
Regional Information Office,
Training Division,
US Maritime Commission,
1000 Geary Street,
San Francisco

HIGH school seniors 16½ to 21 years of age, who seek appointments as Cadet-Midshipmen, should apply now to Supervisor, US Merchant Marine Cadet Corps, Washington 25, DC.

Cadet-Midshipmen receive a 4-year college education with pay, while training for shoreside positions in the shipping and allied industries as well as to become officers in the US Merchant Marine.

TEACHERS!

HERE is your chance to help the needy school children and their parents and teachers in war-torn liberated countries. Here is a project that you and your pupils can start now.

Project: To collect, pack and send a box or carton of clothing to AFSC Workrooms at 501 North Raymond Avenue, Pasadena 3, or 2151 Vine Street, Berkeley 7.

1. Ask your pupils to bring to school clean, usable garments, — men's, women's, children's.
2. Clothing should be repaired, patched, mended, and good for at least 3 months' wear.
3. Used shoes in good repair are especially important.
4. Style of garments is of no consequence. Attics are full of warm used clothes that may be years old, but have lots of wear in them.
5. Make it a classroom project to pack boxes or cartons, fasten securely, and ship as shown below.
6. Send prepaid by freight or Railway Express — whichever costs less.

**Start Your Box Collection Today!
Through American Friends Service
Committee, AFSC**

AFSC Clothing Committee Offices:
426 North Raymond Avenue,
Pasadena 3

or

1830 Sutter Street,
San Francisco 15

**Important: Send BOXES to the
Workrooms; LETTERS to the offices.**

*If you wish further information
write to American Friends
Service Committee at the above
addresses.*

MANUFACTURERS URGE EDUCATION

Resolution Adopted by Congress of American Industry in New York City

RECOGNIZING that the effective functioning of the American education system has been greatly impaired by the economic aftermath of the war;

"Recognizing that inequitable compensation which has generally prevailed for the teaching profession has been a major factor, among others, in creating a nation-wide shortage of competent teachers needed for the proper instruction of millions of American school children; and

"Recognizing that subversive ideologies present a strong challenge and that high standards of educational intelligence are thus necessary to the preservation of the traditional American way of life with its freedom for the individual, for his enterprise in industry and for his opportunity to win for himself by fair competitive means that place for which his abilities qualify him, which is the basis of the American free enterprise system,

"The Congress of American Industry urges manufacturers everywhere to examine in their respective communities the need for improving teaching standards and supporting within the limit of community capabilities the establishment of compensation for the teaching profession that will insure the attraction of competent men and women to the profession."

Sent to us by National Association of Manufacturers Western Office, Russ Building, San Francisco 4.

BOYS FEDERATION

Southern California Boys Federation

By Joseph E. Day, Santa Monica;
President of Southern California
Federation of Boys Leagues

DELEGATES from 25 Southern California high schools left their respective cities and towns in the wee small hours of December 6 and arrived at Santa Monica High School full of enthusiasm and many ideas. Delegates and sponsors, after registering, gathered together at Barnum Hall, where they were welcomed by the Santa Monica High School principal, A. Ewing Konold.

Dr. Lawrence B. White, assistant chief, State Division Secondary Education, addressed the convention on Youths Place in the World of Today. Following Dr. White's address, the student delegates convened to panel groups, where many topics were discussed.

While the student delegates were discussing these problems, the advisers of the respective schools also were busy drawing up a constitution of Boys Federation of Southern California, and adopting a constitution of Southern California Association of Boys Advisers.

Plans for the next annual convention were discussed; Alhambra High School was chosen as host school. The organization was divided into 9 regions, the basis for this grouping being distances and not size of school. Officers elected for the ensuing year were:

President, Joseph E. Day, dean of boys, Santa Monica High School;

Vice-President, Richard Kline, dean of boys, Long Beach Jordan High School;

Secretary, R. F. Gray, boys vice-principal, Alhambra High School;

Treasurer, Dr. Leonard Bowman, Santa Barbara High School.

At noon, delegates attended a luncheon at Riviera Country Club, where Toastmaster Joseph

E. Day presented Dr. Evan Morgan, curriculum counselor for Santa Monica City Schools, as guest speaker. Dr. Morgan gave several fine examples of excellent student leadership, and warning "leaders" that they must ever be alert to their responsibilities, after having achieved their position of leadership, and that such leadership must constantly be regained and reaffirmed.

This address was followed by the student delegates of the various schools giving their

opinion of the convention and what they intended to carry back to their respective schools.

The afternoon session was devoted to summaries presented to the entire group by chairmen of panel groups; followed by a general business session, at which time the student delegates voted to adopt the Constitution of the Boys Federation.

The meeting was adjourned with thanks to Santa Monica High School Boys Federation for its initiative in organizing and staging the 1946 convention.

Being adjourned, each delegate was greeted at the girls gymnasium by a member of the Girls League, who showed real Santa Monica hospitality to our guests by entertaining them with a dance and refreshments.

Looking forward to the next annual convention, to be held at Alhambra High School in October, 1947, the officers made arrangements for at least one regional meeting to be held in each of the 9 divisions.

The following schools became charter members and will welcome new members within their respective regions: Alhambra, Anaheim, Barstow, Beverly Hills, Citrus; Dorsey — LA; El Monte, El Segundo, Glendale, Fullerton; George Washington — LA; Hoover — Glendale; Woodrow Wilson — Long Beach; Huntington Beach, Inglewood, Jordan — Long Beach; Leuzinger, Montebello, Oceanside, Redondo, San Luis Obispo, San Marino, San Pedro, Santa Barbara and Santa Monica.

Any high school wishing more information concerning this Federation, please write to the author of this article.

Announcing

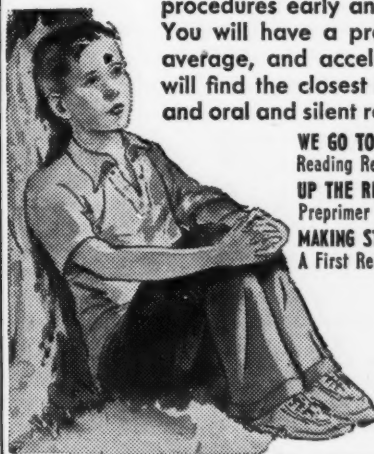
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California School People

Representative Sketches
HENRY E. NEWBOLD

HENRY E. NEWBOLD, or "Ted" Newbold, the name by which he is better known, was born on a small fruit ranch near Morgan Hill, Santa Clara County.

About the time that he started school, his family moved into the town of Morgan Hill. It was here that he attended elementary and secondary school. His high school principal was the late Lou Britton.

Graduating from high school in 1929, he entered San Jose State College with the intention of becoming an electrical engineer. During the two years of junior college work, he found that his interests were pointing toward teaching.

During 1932-33, the depression was giving trouble, so he took the opportunity of joining the ship's orchestra of several of the old Dollar Steamship fleet. These trips included two to the Orient, one around the world, and a 6-months playing engagement in Honolulu.

Returning to San Jose, he graduated in 1935 with an AB degree, a special secondary, and a general junior high credential.

He took a job at Fall River High School at MacArthur, in Shasta County.

In 1937 he went to Gustine High School, Merced County. Here he served as teacher and vice-principal, returning each summer to University of California, Berkeley, and completing work on general secondary and secondary administrative credentials.

In 1942 he was promoted to the principalship of Gustine High School.

Central Section Vice-President

Since his arrival in Merced County, he has been active in California Teachers Association. His first office was representing the County Council at the Central Section. He was then elected as county unit president and is now vice-president of the Central Section. During the campaign for Proposition No. 3, he was the county campaign chairman.

Other organizations which he is now serving include chairmanships of the Joaquin League (CIF), and the Gustine branch—American Red Cross. The Gustine Parlor of the Native Sons has chosen him recording secretary, and he is active in Rotary and Chamber of Commerce.

He is serving the new county superintendent of schools as institute committee chairman.

In addition to his regular administrative duties, he teaches a course in electronics and is commandant of the local high school cadets, holding the rank of Major.

He enjoys playing piano or organ, studying radio, and target shooting as hobbies.

MISS LAVA SUGHRUE

LAVA SUGHRUE, director of elementary education in San Bernardino City Schools since September, 1927, retired from her duties as of December 31. For some months Miss Sughrue had contemplated retiring, but remained by urgent request of the school administration.

Those who have come to know and appreciate Miss Sughrue through association with her in the profession will realize how keenly she will be missed. Those who were teaching in San Bernardino prior to September, 1927, when she became supervisor of elementary education, realize better than more recent employees the vast changes for good that she has effected in the elementary field. San Bernardino had never had a supervisor of elementary education prior to that time, so Miss Sughrue came into a virgin field. She developed much-needed courses of study and unified and synchronized the work in the elementary grades. She has continued to work—modifying, adapting, and expanding curriculum and in preparing materials for teaching aids.

Miss Sughrue has continued thoroughly modern in her viewpoints and commands not only the liking of teachers, but their respect for her judgment. She has devoted much time and effort in assisting elementary principals in supervising teachers in their individual schools. No person could have a finer professional spirit or could work more untiringly for the good of children. No one can measure her contribution to this school system in raising standards of teaching and in giving concrete assistance in reaching those standards.

SUPERINTENDENT Gordon W. Park paid Miss Sughrue the following tribute in the January, 1947, Superintendent's Bulletin of San Bernardino City Schools. It applies not only to Miss Lava Sughrue, but to every teacher and administrator who puts service beyond self and works quietly and untiringly for the good of humanity.

"MAY THIS SOMETIME COME TO ME:

"To serve mankind through work with children, his most precious possession;

"To serve with integrity, intelligence and skill;

"To serve the full route and,

"To pass on to a worthy successor a strong, on-going program . . .

"A great personality leaves to us, her colleagues, the work which she has influenced so strongly throughout the past two decades . . .

"Few, if any, of the thousands of young people who have sat in the classrooms of our schools will ever realize the service which has been rendered them indirectly, though hundreds of teachers will pause, on hearing of her retirement from the profession, and reflect on the many individual occasions when her deft and kindly collaboration made their path more clear and their efforts more fruitful, and in reflection, breathe the fervent hope,

"MAY THIS SOMETIME COME TO ME."

My Reading Design, a record of books read and a guide to future reading, by Glenn O. Simpson, is a helpful, unique and praiseworthy series of 4-page folders, A, B, C, and D; form A is for grades 1-2-3; form B, grades 4-5-6; form C, grades 7-8-9, and form D is for senior high school and adults. Price 3½¢ per copy; published by News-Journal, North Manchester, Indiana; in ordering, address Dortha Friend there.

* * *

BRITANNICA FILMS

PAUL COX of Pasadena has been appointed one of 4 new regional managers of Encyclopaedia Britannica Films. Cox, as manager of the Western region of the United States, will have headquarters in Pasadena, supervising distribution of Encyclopaedia Britannica Films and serving as educational representative in the 10 Western States.

Cox has been a sales representative for instructional films since 1935. He became an agent for ERPI Classroom Films, now owned by Encyclopaedia Britannica Films, in 1938.

Cox was born on a farm in Oklahoma and began his education in the Oklahoma schools. When he was 13 years old, he moved to Gilroy, Santa Clara County, with his family. He attended Gilroy High School and San Jose State College.

Cox is married to the former Caryl Thomas of Gilroy, and they have two daughters, Ann, 8, and Victoria, 18 months old. They reside at 1640 East Mountain Street in Pasadena.

Paul Cox of Pasadena, manager of newly-established Western area office for Encyclopaedia Britannica Films



SIERRA EDUCATIONAL NEWS

TIME TO TAKE STOCK

(Continued from Page 12)

first obligation is to children, whose welfare may be jeopardized by inexpert teaching.

Let's be sure that our desire to minister to the needs of the whole child does not blind us to the desirability of ever better scholarship. Let no misguided critics cause us to retreat from our determination to adapt instruction to the needs and abilities of the particular personalities with whom we deal. But know that character, dependability, and other valuable qualities are not antithetical but rather concomitants of rigorous demands for the highest scholarship of which the individual is capable.

LET'S NOT BECOME SO CONCERNED WITH A TEACHER'S RIGHT TO BE A PERSON AND TO POSSESS A NORMAL SHARE OF HUMAN FRAILTIES THAT WE FORGET OUR OBLIGATION IN OUR CHOSEN PROFESSION TO TEACH BY EXAMPLE. THE CHOICE OF A VOCATION WAS OURS. WE ACCEPTED THE OBLIGATIONS WHEN WE MADE THE CHOICE.

Let's make our schooling which leads to our academic degrees an extension of, rather than a substitute for, normal social experiences with our peers, which truly educate in living with others. Our success in helping the community to un-

derstand our program will be commensurate with our understanding of that community. Let's not let our classroom leadership replace the community leadership which our training obligates us to assume.

Let's quit running away from our own bad practices. The term "supervisor" acquires a bad connotation. We alter it to "counselor" or "coordinator" and proceed to make these also untenable. Why not resort to self-analysis to discover our faults in supervisory techniques, accept whatever humiliation a frank acknowledgement entails, and correct practice to reestablish confidence in the designation of "supervisor."

Let's houseclean instead of seeking constantly for new abodes which we have not besmirched. When supervision becomes more concerned with discovering talent than with criticizing incompetence, developing security and confidence rather than coercing, giving background rather than calling attention to its lack, establishing the relationship of friend rather than that of superior, the term "supervisor" will assume its proper dignity and worth.

THE proof of good teaching lies not in published tomes nor academic vocabulary but rather in helping children

to grow into more capable and worthy members of their social group. Great teaching is manifested in classroom relationships. A great teacher is, above all, a fine person. In victory, let's renew our determination to be worthy of our great calling.

* * *

SEASONAL

Beatrice Krongold Kess, Teacher,
Muir Junior High School, Burbank

THERE'S the sight of feathery clouds in the sky,

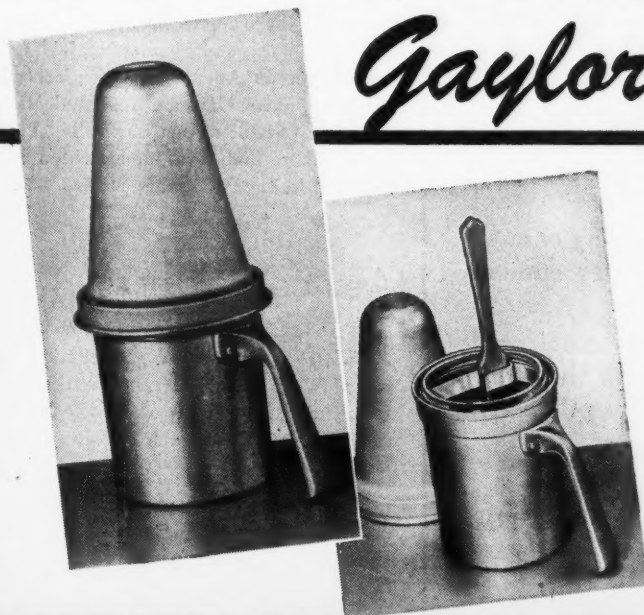
And more than a glimpse of spring,
And as speedily counted my "Institutes,"
It'll join Earth's awakening.

* * *

Concerning J. D. Sweeney of Red Bluff, Robert R. Hartzell, district superintendent of Red Bluff Union High Schools, informs us that Mr. Sweeney was elementary school district superintendent until 1934 and continued as a teacher until 1941. He is a life member of CTA and widely-known in California educational circles and as a student of California history,

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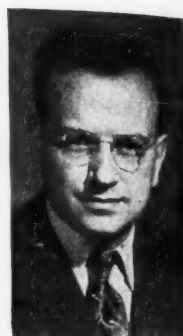
John H. Palmer



Arthur Pursell



Dennie B. Willis



Joseph A. D'Anna

Southern—Lyman D. LaTourrette, Teacher, Manual Arts High School, Los Angeles.

Northern—John H. Palmer, City Superintendent, Marysville.

Bay—Richard J. Ryall, Teacher, Abraham Lincoln High School, San Francisco.

Central—Arthur Pursell, Principal, Wilson School, Tulare.

North Coast—Dennie W. Willis, Principal, Laytonville High School.

Central Coast—Joseph A. D'Anna, Supervising Principal, E. A. Hall School, Watsonville.

This Portrait Series is reprinted from February issue, in which a linotype slug was inadvertently omitted from part of the press-run.

JUNIOR COLLEGE MEETING

GUEST speaker at the annual spring meeting of California Junior College Federation will be Dr. Willis A. Sutton. Part of the spring conference of California Association of Secondary School Administrators, it will be held March 31 at 6:30 pm in the Mayfair Hotel Rainbow Room, Los Angeles.

Dr. Sutton, now serving as guest lecturer of the education department of Reader's Digest, was formerly superintendent of schools at Atlanta, and also has served as president of NEA. Dr. Sutton is a humorous, powerful and able speaker; his subject will be The Battle for America.

Tickets for the dinner may be obtained by writing John McCoy, director of Santa Ana Junior College, treasurer of the Federation; enclose \$2.83; all secondary school administrators are cordially invited to attend.

* * *

Attorney General's opinion in Weekly Law Digest of December 31, 1946, as follows: SCHOOL DISTRICTS: COST PLUS CONTRACTS (46-333) — Under applicable sections of the Education Code and Government Code, school districts are **not** authorized to enter into a contract for the erection of a building on the basis of cost plus a fixed fee to the contractor.

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Work Plans for both sections.

In addition to its effectiveness as a remedial reader, THE ADVENTURES OF CANOLLES has the added value of serving as a history-readiness reader. Interest in the adventure story, with its background of the American War for Independence, motivates further study of American history.

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Among recent language texts issued by D. C. Heath and Company, 182 Second Street, San Francisco 5, are the following important titles: Bernay, L'Homme Qui Dormit Cent Ans, 44c; Goggio and Taylor, Lecturas Ibero-americanas, \$1.60; Lizardi, Periquillo (graded Span. rdr. II-Alt), 44c; Swain, Ruedo Antillano, \$1.60; Kany and Melz, Spoken German, for students and travelers, \$1.28; Von Baravalle, Physik, 48c; Baker, Liebe auf den Dritten Blick, 56c; Pushkin, Two Short Stories, 48c.

* * *

WEST COAST PORTRAIT

HASTINGS House, publishers, 67 West 44th Street, New York City, have issued West Coast Portrait, breathtakingly beautiful picture-book, edited by the famous Joyce R. Muench of Santa Barbara.

Through etching, wood-engraving, lithography, and photography, more than 50 artists present fine pictures of the Pacific shoreline. Here are portrayed the features familiar and loved,—Rainier, Yosemite, Death Valley, Palm Springs and many others. The 250 pictures include six 4-color illustrations.

This fine book should be in every California school and available daily to the pupils; price \$5.

EASTER SEALS

Easter Seals and California Teachers

By Esther R. Elder, Field Coordinator,
California Society for Crippled
Children

TEACHERS are particularly conversant with the problems surrounding the satisfactory education and social adjustment of the so-called "exceptional" child.

The increasing emphasis on special education for this group is a direct reflection of the tremendous amount of teacher time and interest that has focused public attention on these particular needs.

At Easter time the whole nation becomes conscious of the crippled child and his problem through the widespread distribution of Easter Seals and the attendant publicity given local Societies for Crippled Children. That California is alert to these needs is shown by the fact that she led the nation in the purchase of Easter Seals in 1946.

There are other evidences of this awareness, the action of the 1945 Legislature creating a State-supported program of medical care and education for the cerebral-palsied being a case in point. It is axiomatic that such public interest in a social movement can only be brought about through intensive education and strenuous work. A large part of the credit for the development of this program is due the teachers of California.

California Society for Crippled Children was formed in 1926 and its first major project was stimulation of adequate public care and education for the needy crippled children of the State.

Committees were immediately appointed and went into action, with the result that the Crippled Children's Act was passed by the 1927 session of the State Legislature.

After a publicly-supported program of medical care had been legitimately assured, the Society began to develop local chapters and to broaden the basis of participation, so that all groups and persons interested in the welfare of crippled children could work together for a common cause.



Discharge of society's responsibility toward its crippled youth involves a number of items. They are: 1. finding, registration, enumeration; 2. diagnosis and physical correction; 3. adequate educational opportunity; 4. opportunity for normal social contacts and a feeling of

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Educating America's Children Elementary School Curriculum and Methods
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Principles and Techniques of Guidance
By D. WELTY LEFEVER, *The University of Southern California*; ARCHIE M. TURRELL and HENRY I. WEITZEL, *both of Pasadena Junior College*. \$3.50

A History of Education
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By JOHN T. WAHLQUIST, *University of Utah*. \$3.50

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Secondary School Education
By ARCHIBALD W. ANDERSON, *University of Illinois*, and ORIN GRAFF, *University of Tennessee*

Universally Commended by Leading Educators

Professor Walter V. Kaulfers, Stanford University, says of A HISTORY OF EDUCATION by Mulhern, "A good book . . . you have sensed the needs of the times and met them in a very readable and scholarly manner." The Sierra Educational News comments on EDUCATING AMERICA'S CHILDREN by Adams as "a well organized and beautifully illustrated book . . . ably clarifies the objectives, materials and procedures of education on this level." Hundreds of similar comments testify to the quality of these texts and to the fact that they are a growing force and factor in the field of education.

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The volumes in the Series have achieved an enviable list of adoptions in over 300 colleges, universities, and normal schools. Thousands of the volumes have been purchased for professional reference by elementary and secondary school administrators and teachers.

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The educators under whose expert guidance this notable series has been developed are ERNEST W. TIEGS, Dean of University College and Professor of Education, and LOUIS P. THORPE, Professor of Education and Psychology, both at the University of Southern California. As administrators and teachers of long experience at this university, they have directed the training of educators in one of the largest departments of its kind in this country. Dean Tiegs is co-author of the successful MENTAL HYGIENE IN EDUCATION; Professor Thorpe is author of the recent CHILD PSYCHOLOGY AND DEVELOPMENT, which has been described as a "scholarly, scientific book and a thorough, painstaking work." Both editors have contributed widely to educational journals.



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security in the home and community; 5. a chance to play; 6. vocational guidance and training; 7. employment and, since we may reasonably be presumed to bear a responsibility toward persons not now crippled, but who may be; 8. research and prevention.

THESE represent the goals of California Society for Crippled Children and its local affiliates. The continued support and help of the teachers of California will make their consummation possible.

* * *

Gateways To Correct Spelling, by Fred C. Ayer of University of Texas, is declared to be the only speller for high school,

commercial, and adult students that uses the modern methods employed in elementary school spellers; the only speller of any kind that uses completely up-to-date psychological methods of teaching; the only speller that goes extensively into the correct methods of using a standard dictionary.

"It is the only speller of any kind that presents a series of basic, commonly used, and frequently misspelled words, each of which is given remedial treatment consisting of special memory aids and visual drills." Published by Steck Company, Austin, Texas; price \$1.25.

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This new book deals in principles—practical, common-sense principles that the student can use in carrying on his activities as a consumer. It avoids time-consuming bits of information and technicalities that have little practical value for the consumer.

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TEACHER RECRUITMENT

A Unit on the Contributions of American Education

By Viola M. Bagwell, Los Angeles

FOR many years, we teachers have taught units on the police system, fire department, city government, communication, transportation, conservation and the like, but never a unit on Education. We have plugged everyone else's business, public and private, except our own.

WE SEEM TO HAVE FORGOTTEN OUR STUDENT PUBLIC. WE TURNED THEM INTO VOTERS, TAXPAYERS, SCHOOL BOARD MEMBERS, AND LEGISLATORS, WITHOUT TELLING THEM THE STORY OF EDUCATION. THE PRESENT CRISIS IN EACHER SUPPLY AND SCHOOL FINANCE IS THE HARVEST WE REAP.

A Unit on Education—a unit designed to impress boys and girls with the indispensable contribution of American Education—should be a MUST in every high school.

Such a unit has been prepared by a large class of teachers and administrators at University of Southern California, under the direction of Dr. Emery Stoops. This unit carries 80 pages of facts, illustrations, dramatic sketches, debate briefs, radio scripts, and other source-materials invaluable in telling the story of the schools. The unit has been leveled for use in late junior or senior high school grades.

The chief purposes of this unit is to raise the status of Teachers and Teaching. It shows that our present civilization could not continue except for the contributions of American schools.

Copies of this unit may be secured without cost by addressing a request to California Teachers Association Southern Section, 612 South Figueroa Street, Los Angeles 14.

* * *

Civics For Youth, by Edmonson and others, an illustrated text of over 400 pages, is an authoritative, interesting and teachable book for younger students of the secondary school, particularly the junior high school. The authors have stressed instruction relating to the meaning and obligations of our Republic. There are 25 chapters, each on an important topic in terms of the vital interests of youth. Published by Macmillan.

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MEMORIAL

Mary Elizabeth Grippen

Mary Elizabeth Grippen, age 84, pioneer teacher, died January 11 at Southern California Teachers Home in Pasadena. Born in Sacramento, she spent her early years in California, later moving to Nevada, where, at the age of 18, she began her teaching career. She taught 14 years in Whittier State School, and 15 years in Whittier city schools.

She was active in the life of the community, serving as district regent of Catholic Daughters, president of Whittier Library Board, director of Needlework Guild, member of Red Cross Board, and member of Womens Club and Business and Professional Womens Club.

Her generosity was unfailing, and she remained young in mind and heart because of her interest in the people and affairs about her. — Mary Jackson, Los Angeles.

* * *

CTA HONOR SCHOOLS

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Northern Section

Butte County — Burbank, East Side, Bird Street, Gridley union high.

Nevada County — Blue Tent, Chicago Park, Clear Creek, Floriston, Forest Springs, Kentucky Flat, Nevada City, North Bloomfield, Oakland, Pleasant Valley, Rough and Ready, Truckee, Union Hill, Wolf; Meadow Lake high.

Sacramento County — Arden, Dos Rios, Edward Kelly, Elder Creek, Isleton, Jefferson, Pacific, South Sacramento, Sutter union, Washington, Robla.

Yolo County — Rumsey, Canon, Capay, Cottonwood, Gordon, Clover, Madison, Buckeye, Fairfield, Pleasant Prairie, Spring Lake, Willows Slough, Mt. Pleasant, Willow Oak, Guinda, Zamora, Wildwood, Esparto, Monument, Clarksburg, Bryte; Primary and Beamer Schools in Woodland.

Southern Section

Imperial County — Acacia, Bard, Heber, Imperial Valley union high, Ogilby.

Los Angeles County — Bellflower — Ramona, Rogers, Roosevelt, Thompson, and Woodruff; Clearwater elementary schools; Compton — Clearwater junior high, Enterprise junior high, Roosevelt junior high; El Monte elementary schools, Inglewood high; Manhattan Beach — Grand View; Palos Verdes Estates, Rivera.

Long Beach — Dewey continuation high, Columbia junior high, Franklin junior high, Hamilton junior high, Home, Orthopedic, Addams, Bryant, Burbank, Burnett, Fremont, Grant, King, Lincoln, Longfellow,

Lowell, MacArthur, Mann, McKinley, Muir, Naples, Roosevelt, Signal Hill, Stevenson, Twain, Whittier.

Orange County — Anaheim — Cypress; Orange — Center Street and Killefer; Placentia elementary schools, San Clemente, Valencia high.

Riverside County — Banning — Williams Street; Blythe grammar, Coachella elemen-

tary, Enterprise, Thermal, Union joint.

San Bernardino County — Big Bear Lake elementary, Ontario schools, Park Dam high and elementary, Trona, Yucaipa.

San Diego County — La Mesa — Lemon Avenue; National elementary, Spring Valley.

Santa Barbara County — Guadalupe joint union.

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Sierra Club Bulletin, January 1947, tells the story of what is about to happen in San Geronimo primitive area in Southern California. The Club states that speedy action is necessary to save this California scenic resource under immediate threat. Organizations are urged by the Club to write immediately to Lyle Watts, Chief Forester, U. S. Department of Agriculture, Washington, DC. Copies of Sierra Club Bulletin, with illustrations and map of the area, may be obtained by addressing the Club at 1050 Mills Tower, San Francisco 4, as long as the limited supply is available.

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GRAND National Junior Livestock Exposition, March 29-April 3, at Cow Palace, San Francisco, is the first annual JUNIOR stock show.

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Time will be saved by writing directly to the advertisers for the material you wish, but a coupon is provided at the bottom of this column for your convenience.

32a. Folder outlining a "plan-of-action for parents and influential citizens on current conditions in our public schools, including teachers salaries, teacher shortage, over-crowded schoolrooms and inadequate teaching tools, particularly visual and instructional materials.

The folder is receiving wide distribution to the lay public from inquiries to Encyclopaedia Britannica Films.

Copies of the folder will be sent to parents and others direct by EB Films as requested by teachers and school administrators." Encyclopaedia Britannica Films, Inc.

33a. Development of Railroad Transportation in the United States offers material helpful for social studies in the upper grades and high school; well-illustrated. Association of American Railroads.

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* * *

The Pacific Spectator, a journal of interpretation, is published quarterly by Stanford University Press for Pacific Coast Committee for the Humanities. Its initial issue, 132 pages, appeared in January; managing editor is Edith R. Mirrielees, Box 1948, Stanford University; subscription, \$3.50 per year.


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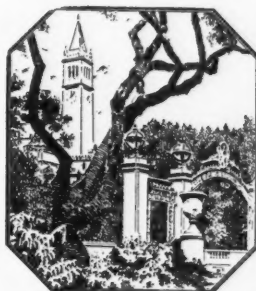
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Safety Signal Song, published in Sierra Educational News, January 1947, cover-page 2, may be used freely for all purposes of Safety Education, except when sold for any purpose whatsoever.

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For further details, address the Commission at 744 Jackson Place NW, Washington 6, DC; Harold E. Snyder, executive secretary.

• • •

New Federal Aid Bill

S472, a bill to authorize appropriation of funds to assist States and territories in financing a minimum foundation education program of public elementary and secondary schools, and to assist in reducing inequalities of educational opportunity in the nation, was introduced in the Senate by Senator Robert A. Taft (O.), for himself and Senators Thomas (Utah), Ellender (La.), Hill (Ala.), Smith (N. J.), Cooper (Ky.), Tobey (N. H.), and Chavez (N. Mex.).

This bill is supported by National Education Association.

"S472 in its provisions is the same as S181 (79th Congress), favorably reported to the Senate by the Senate Committee on Education and Labor.

"Eleven of the 13 members of the Senate Committee on Labor and Public Welfare, to which S472 is referred, were members of the committee that reported S181.

"S472: 1. Absolutely prohibits federal control of education;

"2. Authorizes federal funds in direct proportion to need and effort and in indirect proportion to the financial ability of the States to support schools;

"3. Establishes a minimum foundation school opportunity in the nation through public elementary and secondary schools;

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"5. Limits use of federal funds to such schools as the States make eligible for State support." — From NEA Legislative Flash.

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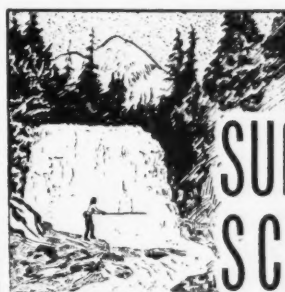
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Applications should be sent directly to Forest headquarters of any of the National Forests in California.

Applications should not be submitted to the Forests before April, 1947, as the Forests cannot act on them prior to that date. Summer employment usually runs from June to September inclusively.

Chemistry For Our Times, by Weaver and Foster, a large-format, attractive book of 750 pages, is a basic beginning text for the high school student of chemistry. It meets accredited syllabus requirements and offers a broad background of life-interest chemistry. Published by McGraw-Hill Book Company, 330 West 42nd Street, New York 18, N.Y.; price \$2.48.

Raising Turkeys, Ducks, Geese and Game Birds, by Jull, is one of the McGraw-Hill Rural Activities Series. About 475 pages, profusely illustrated, published by McGraw-Hill Book Company, 330 West 42nd Street, New York 18, NY. It will be particularly helpful in California high schools where agriculture is taught; price \$2.80.



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March 1-6 — American Association of School Administrators; annual convention. Atlantic City.

March 3-5 — NEA Department of Art Education; winter meeting. Atlantic City.

March 7-14 — California Conservation Week; annual observance. Pearl Chase, Santa Barbara, President, California Conservation Council.

March 7 — California Association of Public School Business Officials, Southern Section; monthly meeting. Los Angeles.

March 15 — CTA Southern Section Council; regular meeting. At the Section headquarters, 612 South Figueroa Street.

March 8 — CESPA, Northern Section, sponsored by Division of Elementary Education, State Department of Education; conference. Chico.

March 15 — CTA Central Section Council; regular meeting. Schools Administration Building, Fresno.

March 19-22 — California Association of Public School Business Officials; 20th annual convention. Casa Del Rey, Santa Cruz.

March 22 — CTA State Committee on Legislation; meeting at State Headquarters, San Francisco.

March 22 — CTA Bay Section Council; meeting. Sir Francis Drake Hotel, San Francisco.

March 23-26 — Association for Supervision and Curriculum Development; annual convention. Sherman Hotel, Chicago.

March 28-31 — National Association of Deans of Women; annual meeting. Chicago.

March 29 — Western College Association; spring meeting. University of Redlands.

March 29-April 3 — Grand National Junior Livestock Show, Cow Palace, San Francisco.

March 31-April 2 — California Association for Health, Physical Education and Recreation; annual conference. Santa Cruz.

March 31-April 2 — California Elementary Principals Association; annual convention. San Diego.

March 31-April 2 — Association of California Secondary School Administrators; annual meeting. California Society of Secondary Education; annual meeting. West-

ern Association of Colleges and Secondary Schools; meeting. Los Angeles.

March 31-April 3 — Conference on Veterans Education, sponsored by NEA Department of Higher Education, Chicago.

April 2 — Edwin Markham's Birthday.

April 2-3 — California Business Teachers Association; annual meeting. Biltmore Hotel, Los Angeles.

April 6 — Easter Sunday.

April 7-10 — Annual Conference on Trade and Industrial Arts Education and Teacher Training. Sacramento.

April 7-11 — Association for Childhood Education; annual meeting. Oklahoma City.

April 11, 12 — California Teachers Association Annual Meeting; State Council of Education; Board of Directors; State Committee. Mark Hopkins Hotel, San Francisco.

April 14 — Pan-American Day; international observance. For material address Pan-American Union, Washington 6, DC.

April 14, 15 — California School Supervisors Association Southern Section; meeting. State Building, Los Angeles.

April 21 — John Muir's Birthday.

April 21-2 — American Association for Health, Physical Education and Recreation; annual convention. Seattle.

April 28-May 3 — Public Schools Week; 28th annual observance; Charles Albert Adams, State Chairman.

April 30-May 2 — California Congress of Parents and Teachers; annual convention. Long Beach.

May 2-3 — Annual Northern California Music Festival; Stockton. Under auspices of Northern California School Band, Orchestra and Vocal Association. Festival Chairman, David Lawson, College of the Pacific.

May 4 — Horace Mann Sesquicentennial Observance terminates; began May 4, 1946.

May 10 — CTA Southern Section Council; regular meeting. At the Section headquarters, 612 South Figueroa Street.

May 18 — National Citizenship Day, annual observance sponsored by NEA Committee on Citizenship, 1201 16th Street NW, Washington 6, DC.

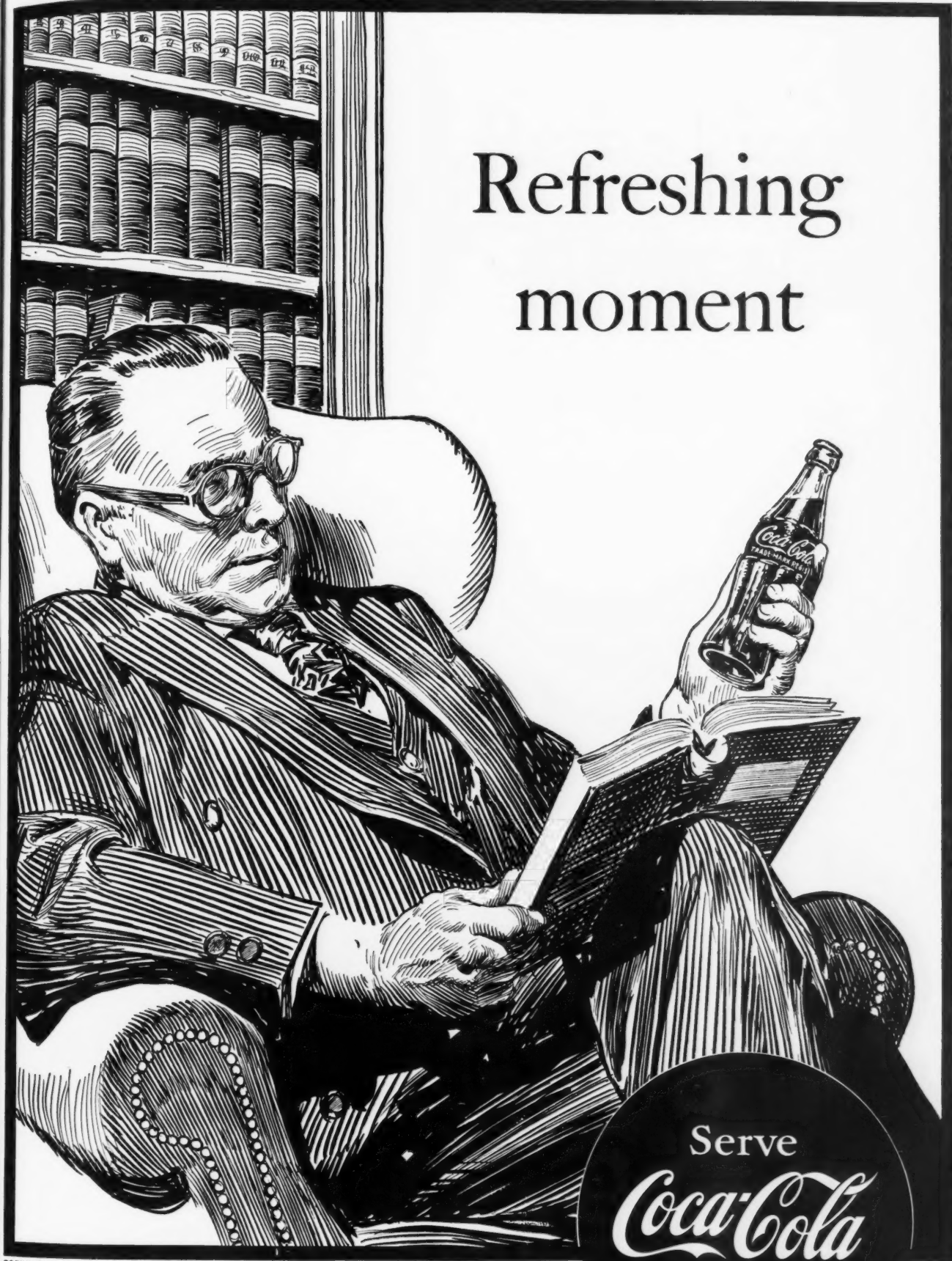
May 30 — Memorial Day.

June 14 — Flag Day.

June 16-28 — California Agricultural Teachers Association; summer conference. California Polytechnic School, San Luis Obispo.

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